

L 4/24

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Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION
NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3)
DIVISION: Student Services
OFFICE: Student Achievement and Accountability

2011 APR 25 P 12:02

FY NGO# WKL

SECTION II:

COUNTY: 07
LEA/OTHER: 0680
SCHOOL: 080

COUNTY NAME: Camden Veterans Memorial M.S.
Camden Board of Education

APPLICANT AGENCY
201 North Front Street

AGENCY ADDRESS
Camden

New Jersey 08102

CITY
(856) 966-2040

STATE
(856) 966-2138

ZIP

AGENCY TELEPHONE NUMBER

AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Deborah Polk

TELEPHONE NUMBER: (856) 966-2405 FAX#: (856) 966-2456 E-MAIL sgallagher@camden.k12.nj.us

BUSINESS MANAGER: Celeste Ricketts PHONE#: (856) 966-2036 E-MAIL caricketts@camden.k12.nj.us

DURATION OF PROJECT: FROM: 9/1/2011 TO: 8/31/2012

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: \$ _____

APPLICATION CERTIFICATION:

To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:

- AGENCY TITLE PAGE
- SIGNED STATEMENT OF ASSURANCES
- BOARD RESOLUTION TO APPLY
- APPLICATION NARRATIVE*
- BUDGET SUMMARY AND BUDGET DETAIL FORMS*
- ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE


SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent
TITLE

4/20/2011
DATE

Dr. Bessie Lefra Young
(Please print or type name)

***FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

SECTION III:

SEND OR DELIVER APPLICATIONS TO:
NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 - PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M., ON 03/31/2011

Form L-2

BOARD RESOLUTION TO APPLY

2011 APR 25 P 12:02

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FY

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NGO#

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WKL

The Camden Board of Education Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

for the purposes described in the application, in the amount of,

\$ 1,721,380.00

starting on September 1, 2011, and

ending on August 31, 2014.

The filing of this application was authorized at the Board meeting held on,

Celeste Ricketts

Secretary of the Board-Celeste Ricketts

4/21

Date

2011

2011 APR 25 P 12:02
OGM-ACC

Form L-3 STATEMENT OF ASSURANCES

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

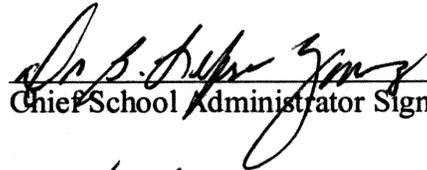
- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A.* 18A:18A, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;
 - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

Dr. Bessie LeFra Young

Chief School Administrator Name


Chief School Administrator Signature

4/20/2011 20
Date

Form L-4

Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant *Camden Board of Education*
Address *2012 North Front Street Camden, New Jersey*
DUNS number *114949936*
Expiration Date of CCR registration *1/03/2012*
Congressional District *5th*

Part II – Primary Place of Performance under this award

City *Camden City, New Jersey*
County *Camden*

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov, and shall maintain a current registration throughout the grant period.

 *4/20/2011*
Signature of Chief School Administrator

Dr. Bessie Lefra Young, Superintendent
Name and Title

Form L-5

Date: March 31, 2011

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PROJECT ABSTRACT

LEA : Camden Board of Education

<p>Mission</p>	<p><i>Camden City Public Schools maintains that academic success and student achievement through rigorous teaching and learning, and a safe environment is the district's primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of students and staff. Creating school communities which promote a sense of caring and respect for culture enables all students to achieve academic success. Engaging students, parents and the community as partners will further develop positive responsibilities and relationships that empower students to compete in a diverse and rapidly changing society. We will build on student's natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.</i></p>
<p>Vision</p>	<p>To foster a love of learning that inspires students to exceed beyond the standards of excellence and to have high expectations for what they can achieve.</p>
<p>Project Implementation Summary</p>	<p>The 2011 School Improvement Grant (SIG) project for the Camden City Public Schools will utilize the transformation model to improve student achievement at Morgan Village Middle School and Veterans Memorial Middle School. It will also utilize the turnaround model to improve student achievement at Camden High School, Woodrow Wilson High School, Octavius V. Catto Community School, Riletta Twyne Cream Family School, Cooper B. Hatch Middle School, and Pyne Poynt Middle School.</p> <p>At the high school level, the SIG project will use strategies and practices connected with the evidence-based Smaller Learning Communities (SLCs) model to offer students an individualized education in an environment that engages them in the learning process and ensures that every student is known by caring adults at the school. Other strategies to improve the high schools include replacing the principal and at least half of the teachers with educators that are capable of delivering a quality educational program, intensive professional development for school staff (with an emphasis on teachers), increasing opportunities for students, parents, and community stakeholders to give input into decision-making, establishing a strict</p>

accountability system for teacher performance based on data (with ongoing formative evaluation) and classroom observations, adding extensive supports for teachers (e.g., professional learning community, mentorship, coaching in content areas), increased social-emotional supports for students, adding instructional hours to the day and year, increased use of technology in the learning environment, restructuring the Ninth Grade Academy to give ninth-graders more support and direction, and focusing heavily on student mastery in core content areas.

At the community school, family school, and middle schools included in the SIG project, improvement will revolve around replacing school leadership and underperforming teachers; increased parent involvement and strengthened home-school communication; professional development and added supports (e.g., professional learning community, coaches, mentors, etc.) for teachers and administrators; offering educational opportunities for parents (and including them more in their child's education); added instructional hours in the school day and year; increasing social-emotional supports for students; and utilization of data to customize the teaching program to the individual needs, interests, and assets of each student. School improvement activities will rely heavily on evidence-based programs and practices. Many other programs, including (but not limited to) Learnia, Science Learning Labs, and an enhanced mathematics program will also be implemented.

The **Camden High School SIG** and the **Woodrow Wilson High School SIG** will engage in the following activities to implement the Turnaround Model:

- 1) Conduct a search for and hire a dynamic principal who will inspire staff and students to strive to achieve the mission of the school and who will successfully improve academic outcomes for students.
- 2) Develop criteria for teacher efficacy based on a range of competencies, measure teacher performance against this criteria, screen existing staff, rehire no more than 50% of existing staff and hire new staff based on the criteria.
- 3) Establish mini-grants, provide exceptional professional development, offer tuition assistance, create monetary incentives for participation in optional enrichment training, identify career growth opportunities, and create an atmosphere that supports, attracts, and retains excellent teachers.
- 4) Develop and implement a comprehensive professional development plan that is responsive to the needs of teachers and improves their instructional effectiveness.
- 5) Integrate Camden High SIG activities with the district "Turnaround Office" by working closely with the turnaround officer and the state department of education.
- 6) Hire an education specialist to oversee the ongoing, daily use of data to drive decision-

making on all fronts and at all levels.

- 7) Develop and implement a data analysis plan that ensures that instructional practice is adjusted to improve student achievement based on real-time formative, interim, and summative data collected.
- 8) Implement block scheduling and add 300 learning hours per year (through before-school, after-school, and summer programming) to improve student academic outcomes.
- 9) Increase social-emotional and community-oriented services and supports for students, including hire of a substance abuse intervention counselor, consultation with a child psychiatrist, increased services for parenting teens, increased strategies to encourage students to aspire to enroll in post-secondary education, concentrating heavily on the needs of ninth-graders, and increasing wrap-around services available at the school or through referral for students and their families.
- 10) Implement the following research-based programs: Talent Development Program, Collaborative Learning’s Curriculum Mapper, and Teach Scape Reflect (for classroom observation, assessment, and reflection that strengthens teacher professional development and effective teaching practice).

The transformation of Veteran’s Memorial Middle School into the **Veteran’s Business Academy (VBA)**, a PK to 8 school, will engage the principal, teachers, families, and community partners in powerful opportunities to investigate the relationship between teaching and learning. VBA will become a true Learning Organization; a place where adults and children learn together how to reach their full potential in the 21st century with strength, knowledge, sophistication, curiosity, and hope. Peter Senge describes learning organizations as places “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.” (*The Fifth Discipline*, 1990.) Indeed, the very essence of a successfully transformed school requires that all members of the learning community continuously examine and reexamine what they know about content, standards, building relationships, and instruction.

In order to create a learning organization such as the one that Senge describes, CCPS will select a principal who can be the learning leader of VBA—someone who will steward the mission and vision of the school. “In essence, leaders are people who walk ahead, people genuinely committed to deep changes, in themselves and in their organizations.” (Senge, *The Dance of Change*, 1999.) CCPS will seek to hire such a leader for the school.

VBA’s lead partner will be the Federal Reserve Bank of Philadelphia. The Federal Reserve Bank’s extensive educational programs for teachers and students, along with its community outreach and development will serve as the expert resource for learning at VBA.

Other local and regional banks, such as Susquehanna Bank, are already involved in the Camden schools; and VBA will become the center for active business-related partnerships in the Camden schools. In addition, VBA will work with the many small businesses and entrepreneurs in its immediate surroundings. The Federal Reserve is located 4.5 miles from VBA, and this partnership with a national financial institution, combined with relationships with local and regional businesses, will allow students and teachers to examine and experience economics in every facet—from the micro to the macro.

To support and extend the work around the school's focus area, VBA will use Franklin Covey's *The Leader in Me* process, which instills leadership skills, character development, and collaborative relationships into daily behaviors and habits among students and adults. Vital to the work is the adoption of the *Seven Habits of Highly Effective People*. VBA students and adults will model these seven habits in all aspects of daily life.

The work of running a school is akin to running a small business, and the VBA principal will be expected to operate the school as a CEO. VBA will serve as a model site for other schools in Camden, and will be a place where instructional leadership is rehearsed, practiced, demonstrated, and sustained. The task of a CEO is to run the organization with focus and efficiency combined with wise and competent allocation of resources—both human and material. This transformational model will allow the VBA CEO to do just that. In order to be an instructional CEO, the principal must manage and monitor the implementation of instruction based on the national criteria. In order for VBA students to be nationally competitive, they must have the capacity to achieve national benchmarks and must strive to do so from the beginning. The bar has been set high with the adoption of the national Common Core Standards (CCS) in July 2010. The CCS have become the foundation for New Jersey instruction, and across the nation. The task at hand for the VBA principal is to transform instructional practices to align them with the CCS, while at the same time supporting school leaders in organizing resources around two imperatives: 1) Response to Intervention with the goal of ensuring the every child makes accelerated progress and 2) Best practices in instruction and learning.

The heart of the VBA transformation will be participation in an intensive, transformational *Response to Intervention (RTI)* Framework that is constructed on the architecture of recently adopted national Common Core Standards. CCPS began this work in SIG1 schools last year, and will implement the components of the SIG1 that have been successful. However, in addition to the successful components of SIG1, SIG2 will allow for additional depth and intensity in the move toward a total school and school community paradigm embedded in cultural transformation.

The RTI Framework (RTIF) is built on several interlocking features, including rigorous, embedded professional development that centers on supporting the principal as model, leader,

and chief investigator; an extensive data management, monitoring, and tracking system; an instructional framework that allows for the lab/workshop model of teaching and learning in all content areas, and a theme (in this case business) that allows for thinking investigation of both local and global topics. This RTIF will allow the VBA community to transform ideas for school improvement from a lengthy to-do list into a living, breathing reality.

In order to nourish and maintain this transformation, VBA will implement a model that focuses on the nine actions required under the SIG2 opportunity. It is important to note that real transformation requires that each of these areas of focus be seen as vitally connected to and dependent upon each of the others. Transformation is more than the sum of the parts. As progress is made in each of these areas separately, the school culture itself undergoes a transformation and becomes itself an accelerator of further cultural change. Nothing short of a radical change in school culture will ensure that all students score proficient or advanced on NJASK and that every student develops the academic identity, routines, expectations, and social supports that will enable him or her to leave high school ready for college and/or career. Because VBA is transforming into a school that services students from PK through 8th grade, it is imperative that VBA adopt the best practices of early and elementary education, in combination with those of high performing middle schools. Nothing short of ensuring that students read with real depth and breadth at grade level as defined by the Common Core Standards will make this possible; and nothing short of rigorous instruction that leads to the systematic cultivation of the sophisticated thinking skills required under the new Common Core Standards will make this possible.

The Octavius Catto Community School will use the turnaround model to become the **Octavius Catto Health and Wellness Academy (CHWA)**, a PK to 8 school. The work at CHWA will focus on using physical and emotional health and wellness as the driver for engaging families, students, teachers, staff, leadership, and community partners. Many members of the Catto community suffer from poor health and struggle with medical, economic, and social challenges that impact their daily lives, their long-term health/medical outcomes, and their ability to engage in a healthy lifestyle. (Sources: NJDHSS, Center for Health Statistics, Behavioral Risk Factor Surveillance System; Camden City/County Comparison/Behavioral Risk Factor Survey Breakdown; Healthy New Jersey 2010.) At CHWA, there will be one overarching goal—graduating students who are healthy in mind, body, spirit, and intellect.

As students move through the CHWA teaching and learning experience, movement, sports, health, and fitness will serve as anchors for a variety of learning opportunities and school/community relationships. At CHWA, students will learn how to play both individual and team sports (in particular, those that have not been traditionally available to children in urban communities, such as swimming, golf, bowling, and baseball) and to play a variety of non-

competitive physically active games as well. Engagement with various sports and movement activities and with curriculum materials with health- and wellness-related content will help students learn to confront challenges and in turn will help them develop leadership skills and character strengths that support their physical, mental and emotional wellness. Students will keep track of their physical activities in the same way that they keep track of their intellectual activities—they will count volume of time spent reading and they will count volume of time spent on physical activity as well.

In doing so, students will become empowered to take action toward addressing critical social and health concerns in their own communities. This focus will provide students with early exploration of and development of foundational work-related attitudes, skills, and behaviors connected to employment opportunities in the medical, health, and sports industries, and will create an early pipeline leading to entrance into aligned academies in Camden’s high schools, should they choose to do so. CHWA is uniquely positioned to adopt this theme. The facility includes a gymnasium, significant open space, and a golf course. Its location adjacent to the Boys and Girls Club of Camden provides access to a swimming pool and other amenities to support the theme of health and wellness. Partnerships with the Arthur Ashe Tennis Center and Cooper Hospital will further support CHWA programs.

To support and extend the work around the school’s focus area, CHWA will use Franklin Covey’s *The Leader in Me* process in the same way as the VBA, described above. The CHWA will follow the same processes as the VBA (also described above) in promoting the Common Core Standards, collaborative instructional exploration, home and school communication, using the RTIF, focusing on the nine action areas outlined in the SIG, and promoting complete transformation of the school culture. At CHWA, we will support the accomplishment of these goals through the infusion of the health and wellness theme throughout the education process in an effort to not only interest, engage, and support students and families, but to also actively serve the community in which students and families live.

The R. T. Cream Elementary School will use the turnaround model to become the **R.T. Cream Creative Arts Academy (CCAA)**, a PK to 8 school. The work at CCAA will focus on using the performing arts as the drivers for engaging all families, students, teachers, staff, leadership, and community partners. We know that Cream, like so many urban schools throughout the country, has faced enormous pressure to curtail and in many cases eliminate the arts programs that have traditionally been a vital part of the school experience. CCAA will reverse that trend; it will enhance those programs and place them at the center of its turnaround model.

In *Champions of Change: The Impact of the Arts on Learning*, a recent report published jointly by the President’s Committee on the Arts and Humanities and the Arts Education

Partnership, several independent researchers concluded that engagement in the arts nurtures the development of cognitive, social and personal competence. They found that learning in and through the arts: (1) contributes significantly to improved critical thinking, problem posing, problem solving, and decision-making; (2) involves the communication, manipulation, interpretation, and understanding of complex symbols, such as do language and mathematics; (3) fosters higher order thinking skills of analysis, synthesis, and evaluation; (4) regularly engages multiple skills and abilities; and (5) develops a person's imagination and judgment.

As students move through the CCAA experience, music, dance, and theatre will serve as anchors for a variety of learning opportunities and school/community relationships. At CCAA, students will learn how to play a musical instrument and sing, how to dance, and will be involved in the theatre as actors, playwrights, set designers and constructors, stage managers, and props managers. Teachers will coach them as they make connections between their engagement in these artistic activities and their academic subjects as well as health, wellness, and physical education. After all, the performing arts are physical activities. Singing is about how one uses one's voice and diaphragm; acting and dancing are about moving one's body; playing an instrument is about developing one's fine motor skills. And, being ready to perform requires being at one's best: eating right, getting plenty of sleep, and managing stress.

Involvement with the creative arts will also provide opportunities for students to see themselves reflected in the cultural traditions of their racial and ethnic groups and will, therefore, serve as mirrors of their experience. It will expand their cultural horizons through opportunities to engage with the traditions and heritage of those groups outside their immediate neighborhoods, thereby serving as windows through which to experience broader horizons. Engagement with various creative arts activities and with curriculum materials with arts- and performance-centered content will help students learn to confront challenges and in turn will help them develop leadership skills and character strengths that support their pursuit of excellence.

CCAA will partner directly with two organizations: the Theatre for Transformation and Rutgers and the Camden Center for the Arts. Both of these organizations are committed to ongoing and deep involvement in the school. CCAA will house TFT for six weeks of the year, plus three additional one-day residencies. In addition, CCAA will house additional visual and performance art residencies; bringing professional artists into the school for extended periods of time. This will allow students multiple and ongoing opportunities to experience intensive creative learning as they are supported and challenged by professional working artists. The program will significantly raise the standard for both discipline and creativity. In addition, CCAA students will visit locally and nationally recognized art facilities regularly, giving students an opportunity to extend their thinking about the world and their place within it.

To support and extend the work around the school's focus area, CCAA will use Franklin Covey's *The Leader in Me* process in the same way as the VBA and the CHWA, described above. The CCAA will follow the same processes as the VBA and CHWA (also described above) in promoting the Common Core Standards, collaborative instructional exploration, home and school communication, using the RTIF, focusing on the nine action areas outlined in the SIG, and promoting complete transformation of the school culture. Because the CCAA will include students from Kindergarten through 3rd grade for math, content areas and theme, and from 4th through 8th grade in all academic and theme areas, it is imperative that CCAA adopt the best practices of early and elementary education, in combination with those of high performing middle schools. Nothing short of ensuring that students read with real depth and breadth at grade level as defined by the Common Core Standards will make this possible; and nothing short of rigorous instruction that leads to the systematic cultivation of the sophisticated thinking skills required under the new Common Core Standards will make this possible. At CCAA, we will support the accomplishment of these goals through the infusion of the arts and creativity theme throughout the education process in an effort to not only interest, engage, and support students and families, but to also actively serve the community in which students and families live.

Hatch STEM Academy (HSA), a K-8 school, will have a principal who is a true intellectual and instructional leader. The HSA principal will serve as a role model for other schools in the district, and the doors of HSA will be open to the other schools in the city. With HSA as a hub of learning within the district, all schools in CCPS will come to HSA to learn about STEM, about effective instruction around STEM, and about school leadership around STEM. Collaborative inquiry will be the norm and instructional exploration the process whereby instructional leadership is established and instructional culture is solidified.

The content foci at HSA—STEM—are firmly grounded in the new national Common Core Standards (CCS) adopted in July 2010. As the Gates Foundation reminds us, “By 2018, 63 percent of all American job openings will require some sort of postsecondary education. While employers will need nearly 22 million new workers with postsecondary degrees, colleges will fall short of that mark by 3 million graduates.” (<http://www.gatesfoundation.org/postsecondaryeducation/Pages/postsecondary-fast-facts.aspx>). At HSA, our goal is to make sure that all of our students have the opportunity to acquire one of those jobs by being prepared for careers and college.

In order to implement this turnaround vision, HSA staff will need to undergo a paradigm shift that moves students out of their seats listening to teachers' spout knowledge and onto their feet—moving, grouping, hypothesizing, trying, practicing, and learning. Teachers will move to the elbows of their students, taking on the role of expert coach and learning guide. HSA will partner with several key organizations: New Jersey Academy of Aquatic Sciences (NJAAAS,

located at the Camden Adventure Aquarium), Camden County 4-H Youth Development Program, Math Alive!, Math Forum, and Rutgers-Camden Pre-Engineering program. These organizations will nourish and sustain the instructional paradigm shift at HSA.

Through its primary partnership with NJAAS, HSA will focus much of the science work on life sciences with hands-on components. Students will spend time at the aquarium and NJAAS. NJAAS staff will regularly be at the school—through its live animal, hands-on, interactive, assembly, summer and year-round library, and traveling theatre programs. HSA teachers will attend professional development at NJAAS and become part of the intellectual dialogue around science and science instruction. NJAAS staff will work collaboratively with HSA staff to refocus and reallocate instructional effort in science education.

Through Math Alive! and Math Forum, HSA will become a laboratory for innovation in math instruction. Math Alive! model classrooms at each grade level will serve as fishbowls for math teachers from HSA and will model for teachers how higher-level math instruction in algebra and geometry can be engaging, lively, exciting, interactive, and can change students' perception of mathematics and of themselves as mathematicians. Through its work with Math Forum, HSA will work to turn mathematics instruction into problem-solving that requires rigorous thinking, revising, rethinking, and revising again. Math Forum work will also be focused on integrating mathematics and literacy through writing, further solidifying cohesion in the curriculum across content areas.

The task facing HSA is grounding practice in the CCS, while at the same time supporting school leaders in organizing resources around two imperatives: 1) Best practices in STEM instruction and learning and 2) Response to Intervention (RTI) with the goal of ensuring that every child makes accelerated progress. The heart of the HSA renovation and cohesion effort will be participation in an intensive, turnaround *Response to Intervention* Framework that is constructed on the architecture of recently adopted national Common Core Standards. This RTI Framework (RTIF) is built on several interlocking features—rigorous, embedded professional development that centers on developing the principal as model, leader, and chief investigator; an extensive data management, monitoring, and tracking system; and an instructional framework that allows for the lab/workshop model of teaching and learning in all content areas.

To further support both students and teachers, HSA will partner with Franklin Covey's *The Leader in Me*. *The Leader in Me* process instills leadership skills, character development, and collaboration into daily behaviors and habits among students and adults. Vital to the work is the adoption of the *Seven Habits of Highly Effective People*. HSA students and adults will model these seven habits in all aspects of daily life.

In addition, to support our efforts to create a school community that celebrates diversity, HSA will partner with the Anti-Defamation League (ADL) for the implementation of its anti-

bias, anti-bullying, and positive school climate programs. This work will support both teachers and students in developing multicultural competencies increasingly called for in our emerging diverse country and world.

As described above, HSA will be turned into a learning environment that is built on three learning factors: the curiosity and exploration embedded in CCS; thinking as the unifying focus; and accountability for accelerating progress for every student, regardless of classification. In doing this, HSA will become a place where students are engaged, challenged, and are masters of their own learning and their place in the world as problem-solvers and critical thinkers. This is certainly the goal for STEM, and is absolutely the goal for HSA.

Through the implementation of the Turnaround Model, Pyne Poynt Middle School will become **Pyne Poynt Math and Language Academy** and will seek to achieve the following goals: 1) to improve school and student academic performance while reducing the achievement gap between the school and the state average, 2) to transform the school climate and culture, and 3) to promote and support leadership and governance that will guarantee sustained, school-wide student and staff success.

The major components of the Turnaround Model to be incorporated into the school project over the three-year grant period will be research-based, school-wide reform models and strategies that will be used to support the effective implementation and sustainability of all interventions required by the State Department of Education and Federal Government. In recent years, steps have been taken to improve student performance in the district and at PPMS, including changing leadership, purchasing of new programs, updating and aligning curriculum, and providing professional development. However, due primarily to lack of sustained and supported focus and therefore marginal and inconsistent implementation, the results have been disappointing, and the school remains in Tier I status.

The proposed Turnaround Model project meets all mandated requirements of the SIG grant while taking the critical turnaround actions essential to success (see “Turning Around Chronically Low-Performing Schools,” Institute of Education Sciences US Department of Education, 2008). The focus and timely actions which will be taken in respect to each of the 3 major goal areas highlighted below: 1) signal the need for dramatic change with strong leadership, 2) maintain a consistent focus on improving instruction, 3) make visible improvements early in the school turnaround process, and 4) build a committed staff. Pyne Poynt Middle School will become a Professional Learning Community to which all staff will dedicate themselves in the advancement of learning for all community members. Here is what we can and will do within each of the 3 major goal areas:

1) Improve School and Student Academic Performance:

- **Implementation of the Response to Intervention Framework, as aligned to the national**

Common Core Standards, featuring embedded professional development with the principal as model and instructional leader and an extensive, continuous use of data to drive instruction.

- Implementation of rigorous, research/standards-based academic programs in core areas clustering students in flexible, leveled classes with student placement based on ongoing, formative assessments including inventory tests and quarterly benchmarks and tailored to meet individual needs and to promote rapid achievement
- Extension of school day (8:30 am to 5:00 pm) and school year (20-day summer program) focusing on academic improvement, advanced placement in World Languages, and academic recovery due to absences (Saturday classes)
- Formation of Professional Learning Teams (PLT) for 2-period, daily professional learning sessions including data analyses/lesson planning/student monitoring for all LAL and math teachers and semi-weekly for science and social studies teachers
- Additional, school-wide professional development including: second language acquisition, addressing disabilities, teaching reading, brain-based learning, project-based learning, adolescent development, and meeting the needs of students living in poverty
- Additional opportunities and incentives for professional learning including graduate courses, workshops, and stipends to purchase classroom supplemental resources as well as opportunities for staff to take on leadership roles.
- Partnering with local universities and organizations to provide in-school tutors and after-school programs/classes for students and parents
- Newcomer Program for newly arriving second language learners with interrupted formal education providing intense literacy and numeracy instruction along with ESL/Bilingual Programming
- Opportunity for rapid Spanish acquisition for all students with classes up to 3 times weekly, leading to high school credit and providing native language speakers the opportunity to develop advanced reading and writing capacity while encouraging language learning, multiculturalism, and diversity throughout the school community
- Hiring of Educational Program Specialist and Response to Intervention (RTI) Specialist to coordinate and provide additional, intensive services to indicated students
- Full-time Technology Coordinator and part-time Technician to support complete integration of technology

2) Transform the School Climate and Culture

- Creation of a Student Support Services Team (SSST), comprised of administrators, guidance counselors, social worker, RTI Specialist, Home and School Coordinator, Child Study Team (CST), which will coordinate, facilitate, and monitor all programming related to student support and school culture
 - Under the coordination of the SSST, regular Advisory Periods in small groups facilitated by all instructional staff for all students to develop and continuously refocus on and recommit to Individual Learning Plans
 - Intensive counseling and support provided to students with social-emotional needs, which are interfering with academic performance
 - Consistent implementation of a policy and aligned actions to support academic focus and social development of all students including improved security, equitable discipline, and a Turnaround Room to address behavioral distractions and issues in an in-school setting
 - Implementation of coordinated programming to communicate with, engage, and support parents through native language translation of all parent materials, ESL/Spanish classes, Health and Nutrition classes, Parents-as-Tutors program, GED programs, Saturday access to library and technology laboratory
 - Hiring of a Social Worker and additional Guidance Counselor
- 3) Promote and Support Leadership and Governance
- Replace the principal and vice-principal with an administrative team with a proven record of commitment to and success in: instructional leadership, focus on and influence over results and rapid improvement, problem-solving, and high expectations for self and others
 - Screen and replace at least 50% of staff with an entire staff committed to intense and focused participation in all aspects of a Professional Learning Community and improving student academic performance in response to continuous use of numerous data to understand student needs and revise instructional focus and practices to meet needs
 - LEA commitment to create and support new policies that promote operational flexibility and the “Fact Cycle of Actions” (“School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement,” Public Impact for the Center on Innovation and Improvement, 2007), including measuring and reporting, analysis and problem-solving, and driving for results
- The mission and vision of Poynt Middle School are to provide all students with a safe and nurturing environment within which they can acquire the academic and social skills to

pursue successful professional and personal lives as knowledgeable and caring citizens in our 21st century, global community. The components outlined above are rigorous and focused exclusively on building and sustaining a community of learners—staff who understand that the quality with which they perform their jobs is the single greatest factor in improving student learning and realizing the goal of serving students who are continuously challenged, supported, and expected to reach their academic and personal potential. The challenges are evident; however, adhering to the components of the project described herein and with the support and structure of the School Improvement Grant, we will turn around PPMS.

Morgan Village Creative Arts Academy (MVCAA) will become a model for the Camden City Board of Education, in that it will help more students 6th thru 12th grade to plan for their future, whether that is a career or college education.

Many of American’s middle and high school students need more help from schools to effectively plan for the future, according to a recent study by ACT. The study suggests that many students don’t start thinking about their post-high school plans early enough, and that those who do may not be taking the right classes to prepare to meet their goals.

The results of the study , a survey conducted among nearly 3,000 middle school and high school students in six different states, show that close to one-fourth (22%) of eighth and ninth grade respondents had not yet even thought about their post-high school plans, let alone planned a program of study to help them meet their goals. In addition, only two-thirds of the students who were planning to attend college said they were taking a college preparatory program of study in high school. Only slightly more—seven in 10- had begun to consider ways to finance college or training.

“There is clearly a disconnect between students’ post-high school goals and their plans to meet those goals,” said Richard J. Noeth, director of ACT’s Office of Policy Research. “The most important element for middle and high school students in preparing for the future is to take the right courses, and too few are doing that now.”

Our College and Career Readiness initiative is focused on improving the educational lives of both middle and high school student in Camden City. Through this initiative, the

Morgan Village Creative Arts Academy is working to secure a high school diploma for all students entering its doors.

The definitive goal for the academy is to define “what is college ready” and identifying the types and characteristics of courses that prepare students for success in both college and a career. We plan to dramatically increase college and career readiness by strengthening curriculum and instruction for the academy’s students in grades 6-12. We propose to do the following:

- Expose more students to rigorous curricula and college-level work, particularly in Science, Technology, Engineering and Math (STEM) fields. Early exposure is important for these students; the majority of whom are minority.
- Align high school curricula with college entrance requirements
- Defining skill attainment that defines college and career readiness.
- Creating interventions and bridge programming that allows for effective and efficient movement toward college and career readiness that will:
 - Close achievement and skills gaps for all student groups.
 - Create accelerated learning opportunities for students with college and career readiness needs
 - Create common placement tests for each readiness area to support high school transition coursework and postsecondary placement.
 - Create student support systems (advising, mentoring, and tutoring) to promote the academic success of students not meeting system-wide standards of readiness.
- Ensure teacher preparation programs reflect the college and career readiness initiatives and strategies.
- Create professional development for secondary and postsecondary educators that integrates the college and career readiness content standards into postsecondary introductory-level coursework.
- Create professional development for all post-secondary faculty working with student not meeting readiness standards.

- Create K-12 and postsecondary collaborations and partnerships to integrate the readiness standards into the curricula.
- Minimize college-level expectations gaps for all students transitioning to postsecondary institutions. That is, communicating college level expectations to create student, parent, teacher, school administrator, and program administrator understanding of those expectations.

It is our intention to heavily invest in community resources and college institutions to assist our academy in carrying out these goals. We seek to provide a personalized education for student, who will be in a safe and orderly environment. We seek to prepare our students to become critical thinkers who formulate career pathways for lifelong learning.

Form L-6

Page ____ of ____

Date: _____

SCHOOLS TO BE SERVED

LEA : Camden Board of Education

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID#	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)		
								turnaround	restart	closure transformation
1.	Morgan Village Middle	07	0680	245	01384	X		X		
2.	Cream Elementary	07	0680	175	06084	X		X		
3.	Pyne Poynt Middle	07	0680	070	01352	X		X		
4.	Hatch Middle	07	0680	210	01376	X		X		
5.	Catto	07	0680	140	00793	X		X		
6.	Veterans	07	0680	080	01354	X		X		
7.	Camden High	07	0680	030	01346		X	X		
8.	Woodrow Wilson High	07	0680	040	01348		X	X		

Form L-7(a)

Date: _____ Page _____ of _____

STAKEHOLDER PARTICIPATION

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application development. Include all stakeholders currently required under state and federal statutory and regulatory requirements. *Add rows as necessary

Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
				Yes	No	Yes	No
1/20/11	Catto	Plan Development	7	Yes			
2/16/11	Catto	Plan Development	5	Yes			
2/28/11	Catto	Needs Assessment	6	Yes			
3/24/11	Catto	Plan Development	5	Yes			
2/9/11	R.T. Cream Library	Plan Development	12	Yes			
2/23/11	R.T. Cream Library	Plan Development		Yes			
2/28/11	R.T. Cream Library	Plan Development		Yes			
3/7/11	R.T. Cream Library	Needs Assessment	12	Yes			
3/15/11	R.T. Cream Library	Needs Assessment	13	Yes			
1/25/11	Hatch	Needs Assessment	4	Yes			
1/31/11	Hatch	Needs Assessment	6	Yes			
2/2/11	Hatch	Needs Assessment	3	Yes			
2/9/11	Hatch	Plan Development	4	Yes			
2/10/11	Hatch	Plan Development	3	Yes			
3/2/11	Hatch	Plan Development	6	Yes			
3/3/11	Hatch	Plan Development	3	Yes			
3/8/11	Hatch	Plan Development	3	Yes			
3/14/11	Hatch	Plan Development	4	Yes			
3/15/11	Hatch	Plan Development	3	Yes			
3/16/11	Hatch	Plan Development	10	Yes			
2/28/11	Vets	Plan Development	12	Yes			
3/3/11	Vets			Yes			

List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)

<p>Stakeholder Informational Methods & Events</p>	<p>The school community has been informed about the SIG application by various means. Meetings were held in each school with the leadership teams. All stakeholders were represented. The President of the CEA, the teacher association, attended the state sponsored information sessions along with central office staff. Supervisors held meetings at each school to inform the staff.</p>
<p>Describe how stakeholders are involved in model implementation on an on-going basis.</p>	<p>Stakeholders are involved in model implementation on an ongoing basis. Stakeholder meetings are held to review the models and to identify areas that should be included in the application. Stakeholders complete a needs assessment and are involved in reviewing the various components of the application. As soon as the SIG 2 awards are announced, a meeting is scheduled by the Assistant Superintendent of Curriculum and Instruction with faculty and staff to discuss the plans for implementation. A meeting will also be scheduled with the parents to provide them with this information. Monthly meetings will be held with the principal, school leadership team, the assistant superintendent for Curriculum and Instruction as well as the director and supervisors, to establish a timeline for implementation, a process for monitoring various components of the SIG, and to address the questions and concerns of the leadership team as well as to provide on-going support. Additional meetings may be scheduled as needed. The NTO and the Educational Program Specialist will be included in the meetings. At the building level, the principal and leadership team will meet with staff during grade level meetings and regularly scheduled staff meetings to discuss model implementation. Parents and community members will be notified through school flyers, parent letters and parent meetings.</p>
<p>Identify the district team by name (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NTO to discuss the following:</p> <ul style="list-style-type: none"> • Student achievement • Walkthrough trends • Attendance of students and staff • Discipline data • SIG component implementation 	<p>Andrea Kirwin, Assistant Superintendent Curriculum and Instruction Patricia Kenny, Assistant Superintendent Student and Staff Support Dr. Eileen Rock, Director of Elementary Curriculum and Instruction Dr. Faith Hartie, Director of Secondary Curriculum and Instruction Louis Mason, Director of School Readiness Migdalia Soto, Director of Bilingual Education Dr. Robin Wyche, Director of Professional Development Dr. Joyous Carey, Director of Technology Dr. Jonathan Ogbonna, Director of Special Education Deborah Moore, Director of Guidance and Testing Deborah Polk, Supervisor of Grants Management & Development (Title I)</p>

<p>Deborah Johnson, Supervisor of Research and Planning Susan Ficke, Supervisor of Physical Education Irene Sullivant, Supervisor of Data Jacqueline Sykes, Supervisor of Secondary Math Daphine Gilstrap, Supervisor of Elementary Math Christie Whitzell, Supervisor of Elementary Curriculum and Instruction Susan Gallagher, Supervisor of Elementary Curriculum and Instruction</p>	
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Form L-7(b)

Date: April 5, 2011

Page 4 of 6

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Andrea Gonzalez Kirwin	Assistant Superintendent	Yes	Yes	
Patricia Kenny	Assistant Superintendent	Yes	Yes	
Eileen Rock	Director Elementary C & I	Yes	Yes	
Deborah Polk	Director of State and Federal Grant Funds	Yes	Yes	
F. Hartie	Director of Secondary Ed.	Yes	Yes	
J. Carey	Director of Technology	Yes	Yes	
S. Ficke	Supervisor	Yes	Yes	
P. Mulle	Supervisor	Yes	Yes	
E. Ward	Supervisor	Yes	Yes	
I. Sullivant	Supervisor	Yes	Yes	
Loretta Gronau	Supervisor	Yes	Yes	
Ronald Butler	Principal	Yes	Yes	
Robert Farmer	CEA	Yes	Yes	
Pauline Bey	ARC-Community Affairs	Yes	Yes	
Christine Abernathy	Teacher	Yes	Yes	
Shelia Cosby	Teacher	Yes	Yes	

Charlotte Evans	Math Coach	Yes	Yes
Joyce Beverly Scott	NJEA	Yes	Yes
LaVerne Harvey	CEA	Yes	Yes

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.
 Copy form as needed.

Form L-7(b)

Date: April 5, 2011

Page 6 **of** 6

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Andrea Gonzalez Kirwin	Assistant Superintendent	Yes	Yes	
Eileen Rock	Director Elementary C & I	Yes	Yes	

Deborah Polk	Director of State and Federal Grant Funds	Yes	Yes	
Christie Whitzell	Elementary Supervisor	Yes	Yes	
Edward Santos	Principal	Yes	Yes	
Glenda Dyer	Literacy Coach	Yes	Yes	
Crystal Mays	Math Coach	Yes	Yes	
Chameeka Still	Teacher of Language Arts	Yes	Yes	
Willie Hickson	Teacher of Handicap	Yes	Yes	
Katrina Squire	Teacher of Language Arts	Yes	Yes	
Kelly Lynch	Teacher of Math	Yes	Yes	
Jamal Kelley	Teacher of Math	Yes	Yes	
Cisley Turpin	Teacher of Handicap	Yes	Yes	
Evelyn Murray	Parent Coordinator	Yes	Yes	
Loetta Gooden	Parent	Yes	Yes	

(*) **The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation. Copy form as needed.**

LEA COMMITMENT AND CAPACITY

LEA : Camden Board of Education

See details for each item on pages 24 to 26. Describe the following:

The LEA's SIG design and implementation interventions

The LEA will establish a district turnaround office staffed with leadership that will monitor the ongoing implementation of the SIG project at all schools. Each participating school will form its own turnaround leadership team, which will provide oversight to the SIG process at the school and work with the district's turnaround office to ensure that implementation occurs with fidelity and within budget and that goals and objectives are met in a timely manner. The LEA will create two Supervisor of Performance Management job positions to divide the SIG2 schools and oversee all SIG2 activities. These positions will supervise the Education Program Specialists assigned to the SIG2 schools, will monitor the progress of SIG2 implementation, and will ensure that viable curricula are in place at each SIG2 school and that these curricula are implemented with fidelity.

Because parents are so influential in the lives of their children, we will use the SIG to forge a new and strengthened partnership between school and home to increase student achievement and engagement with the educational process. Parent advisory groups will be formed at each SIG project school. Each of these schools has a parent involvement coordinator who will take the lead in this process. This staff person will be charged with stepping up activities to increase parent participation in school activities and initiatives. Parents will be trained and hired to work as "community support assistants" in the classrooms to provide extra support for especially needy students who do not find that support at home. A

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comprehensive professional development program will be provided to teachers along with peer coaching and mentorship for underperforming teachers. A criteria based on student attendance and performance as well as classroom observation will be set up to assess teacher effectiveness and determine which teachers require attention with training, peer support, and mentorship. Teachers will be carefully monitored for performance. Teachers will be offered opportunities to have more input into decisions based on data on student progress (what works and what doesn't). They will give input into assessment of which strategies seem effective and whether or not they, as teachers, need more training to fully implement these strategies. The school day and school year will be extended to provide more instructional hours; in addition after-school activities, Saturday school, and Summer school will be expanded to increase instructional time, particularly for struggling students.

At the two comprehensive high schools, the SIG project will be used to enhance the process of transformation to SLCs, with special attention to the ninth-grade academy and the needs of ninth-graders since this is a critical point in the education continuum. We will emphasize readiness for higher education and the world of work through an increased focus on learning driven by career choices, desire for technical/vocational education, and preparedness for college. This restructure will enhance the SLCs through a Career Technical Education Initiative implemented under the direction of the assistant superintendent for post-secondary readiness and curriculum and instruction. LEA leadership will monitor and direct unfolding SLC activities and initiatives, with a heightened focus on rigorous teaching and student achievement in the core content areas. The academic program will be infused with an approach that recognizes the importance of career preparedness and technical education to motivate students to become more engaged in the academic program because they can see that it has real life applications.

At the two SIG high schools, a Ninth Grade Transitional Development program will be established (integrated with the Ninth Grade Academy), with students (and their parents) meeting regularly with the student's teaching team. Teachers will receive training in how to be better facilitators and guides, working with students to help them take a more active role in their own education. For this approach to work, it is imperative that we update the technology available to students and educators at these schools. Students need to have access to the global information and resource network. Educators need the tools necessary to utilize data analysis on student test scores and progress to continually adjust and improve the educational program. Teaching teams will work collaboratively to use student data to help increase student achievement. Teachers will be trained in how to better use data to tailor instruction to student needs and how to gather data on a daily basis that offers immediate feedback on student progress and learning. A virtual recovery credit program is offered to students who have difficulty functioning on grade level. SIG will enable the program to expand and capture more students and encourage potential drop outs to remain in school. We will provide training to teachers in improving home-to-school communication, extend expanded outreach to parents, and host more school activities for families to increase parental involvement. Parents will be made to feel that their input and involvement in the education of their children is important. Expanded opportunities for decision-making will also be extended to parents. Parents must be made to feel that they have a voice in the school. A comprehensive professional development program will be provided to teachers along with peer coaching and mentorship for underperforming teachers. Criteria based on student attendance and performance as well as classroom observation will be established to assess teacher effectiveness and determine which teachers need additional training opportunities, peer support, and mentorship. Teachers will be carefully monitored for performance. We will create opportunities for students to have a greater impact on decision-making through existing student leadership groups and by recruiting students to serve

on additional advisory bodies.

At the elementary and family schools, teachers will receive job-embedded professional development in how to be better facilitators and guides with a focus on empowering students to take responsibility for their own education. Teachers will receive support in how to implement best practices in their content areas. They will be provided with up-to-date resources and in-class support for how to utilize the latest technology for instruction. Educators will receive ongoing training to assist them with data analysis that will be used to drive their instruction and tailor it to student needs. Emphasis will be placed on gathering information that offers immediate feedback on student progress and learning. Data results will provide insight into the needs of students who are struggling and who will require additional support through RTI programs and initiatives. Staff will be provided training that will assist them in strengthening the home-to-school connection. A professional development program will be provided for teachers along with peer coaching and mentorship. Through increased and focused job-embedded professional development and support, teachers will be better able to meet the varying needs of their students.

Parent involvement will be increased at all SIG schools (and district-wide) as a comprehensive strategy for improving student achievement. Currently, the district has parent coordinators at each school, therefore the infrastructure is in place to implement targeted outreach to parents. School staff will receive training in improving communication between school and home and opportunities (such as family nights, advisory groups, increased conferencing, etc.) for communication and input from parents will be enhanced and expanded.

The SIG project will set high instructional standards and expectations for all students as follows:

- ❖ Students will be engaged in a rigorous, relevant, and challenging content teaching and learning process on a

consistent basis with the necessary supplemental supports for students who are partially proficient.

- ❖ Having student work that is observable and analyzed and students will have multiple and varied opportunities to master content.
- ❖ Maintaining a district-wide assessment system to disaggregate data to inform instruction to provide ongoing and embedded support on a school-by-school basis.
- ❖ Implementing instructional practices and strategies that are researched-based in all classrooms.
- ❖ Utilizing benchmark data at the classroom level to direct individual student growth.
- ❖ Implementing teacher collaboration on instructional practices and data will have a positive impact that focus on learning for staff and students.
- ❖ Student diversity will be recognized, valued, and supported with programming that provides a challenging curriculum with high expectations.
- ❖ Recognizing, valuing, and supporting students with programming that provides a challenging curriculum and high expectations.
- ❖ Analyzing monthly math coach activity logs to identify the percentage of time spent on teacher and classroom support in each school.
- ❖ Analyzing monthly language arts literacy coach activity logs and binders to identify the percentage of time spent on teacher and classroom support in each school.

The following key LEA activities will support SIG implementation (of the selected intervention models):

- ❖ Curriculum alignment and mapping at all project schools.
- ❖ Scheduled formative assessments to impact individualized teaching.
- ❖ Adding additional instructional hours.
- ❖ Professional development for administrators, teachers,

<p>paraprofessionals, counselors, and parents.</p> <ul style="list-style-type: none"> ❖ Professional learning communities, peer support, mentorship. ❖ Creating common planning and research time for teachers. ❖ SLC team collaboration using student assessment data. ❖ Uniform data collection and discussion around use of data to better support student learning. ❖ Training for teachers in formative assessment and optimum utilization of data. ❖ Training for teachers in how to work effectively with struggling students, high-need students, and students at risk of academic failure. ❖ Improving teacher-parent communication. ❖ Increasing parent involvement. ❖ Revising the collaborative decision-making process to include more stakeholders. ❖ Engaging in vertical and horizontal articulation. ❖ Implementing a process for regular observation of teachers. ❖ Identifying teachers who need more training and support. ❖ Monitoring and providing support for underperforming principals, vice principals and teachers. ❖ Providing instructional leadership training for principals and vice principals. ❖ Improving internal communication systems to raise employee morale. ❖ Establishing professional learning communities (PLCs). ❖ Providing training for the creation of effective school leadership communities (SLCs) and PLCs. ❖ Recognize parents' and teachers' perceptions of parental involvement and move to attain shared definition. <p>At the high schools, departmentalization will establish a pattern of variation that challenges the progress of improvement. Secondary classrooms offer learning in a cornucopia of disciplines, all taught in isolation from each other by teachers who specialize in the subject matter. "School improvement" suggests growth that is evident simultaneously across a variety of classrooms and not just in certain</p>	
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places or content areas (e.g., math and language arts); consequently, the required scale of improvement is, by the very nature of the institutions, larger in middle and high schools. The overall problem that plagues our secondary schools in Camden is the gap in student academic performance when measured against the competencies inherent in core standards. Individual classrooms are not microcosms of the issues that preclude student achievement, however. Different classroom issues coalesce to define a general culture of learning expectations that facilitates or thwarts the level of student engagement necessary to fill the gap. The scope of change demanded in secondary schools calls for a plan for improvement that quickly and firmly embeds in the school's daily operation to the point that all shareholders recognize its inevitability and, therefore, the demise of the old order or whatever construct prevails in their corner of the school universe. Moving from the traditional bureaucratic model to one that engages all stakeholders in a decision-making structure that is marked by efficient communication across all disciplines and levels of responsibility will dramatically call attention to a "new day" of improved operation.

In support of the changed structure in the secondary schools described above, the LEA will redeploy central office supervisors and secondary coaches. Currently, there are six certified supervisors in the Office of Secondary Curriculum and Instruction, organized by discipline: Math, Language Arts/English, Social Studies, Science, Health and Physical Education, and Visual and Performing Arts. In addition, the district employs certified supervisors in the Office of Professional Development, Guidance and Testing, Career and Technical Education (CTE), and Research and Planning. Also, there are ten secondary coaches currently working in the middle schools. Under this plan, supervisor and coach assignments will be changed to create LEA Compliance Teams working full-time in the secondary schools to troubleshoot the obstacles to improvement at each point in the system and to work to produce results that are unequivocal, measurable, and consistent across the varied contexts. Supervisors and coaches will be joined on the team by newly designated program

		<p>specialists who together align and energize the school staff around the dynamics of the school's turnaround operation. LEA Compliance Teams report directly to an assistant superintendent.</p>
<p>B</p>	<p>The LEA's process to analyze the needs of each school and determine the selected intervention</p>	<p>Surveys (qualitative data) as well as test scores, attendance, and student performance level (quantitative data) have been used to assess which schools should participate in the SIG project. Based on these assessments, which included data from all Tier I schools, CCPS selected which schools to include in the SIG project. In determining which schools to include in the SIG project, the needs of each school, and which intervention model would be used, the LEA relied on data from QSAC and CAPA reviews; parent, staff and student surveys; state standardized test reports; and student and teacher attendance figures from Tier I schools. The selection of the intervention model was also based on:</p> <ul style="list-style-type: none"> ➤ Classroom walkthroughs ➤ The need to develop a system for data collection so that classroom practice (and differentiated teaching) occurs based on that data, plus the effective use of a data support team ➤ Input from leadership and staff and the need to base school change on open communication and ongoing collaborative work between administrators and teaching staff ➤ Analysis of existing methods for district oversight responsibilities and the present role of the CSA <p>At the elementary and family schools, NJASK, DRA, Schoolpace, Learnia, and quarterly math assessment data was analyzed to determine the needs of the schools. The latest data, as well as, historical data was examined. The teachers, parents, administrators and other staff members completed a needs assessment on Survey Monkey. In addition, walkthroughs were conducted throughout the year by school and district administrators. Each school has a data support team that meets monthly. Coaches and administrators share the school's data with the staff during horizontal and vertical articulations. Regular meetings with the schools' stakeholders are being conducted to keep the schools up-to-date on the progress of the</p>

		<p>grants and to continue to solicit their input.</p>
C	<p>The LEA's recent history in improving schools</p>	<p>Camden City Public Schools (CCPS) has been addressing the challenge of low-performing students for several years, with many schools unable to make AYP based on the State's requirements. An array of school improvement plans and strategies have been implemented across the district, including action in individual schools, to improve student academic achievement.</p> <p>Learning assessments have been utilized across the district to improve student achievement. Ongoing formative evaluation occurs and measures individual student learning and progress so that teaching can be tailored to individual student needs. The Learnia program has been implemented across grades 3-8, resulting in increased conversation about monitoring and supporting student success. Teachers have received training in how to work with underperforming students through the Learnia program, which has also allowed us to establish data teams in all schools in need of improvement. The data teams utilize data on a continuous basis to adjust teaching to meet the needs of students as revealed by the data gathered on learning measurement tools.</p> <p>The district's two large, comprehensive high schools, Camden High School and Woodrow Wilson High School, received a Smaller Learning Communities (SLC) grant from the federal government and conducted this project for three years. The SLC initiative was designed to provide all students with a personalized educational program that is responsive to student needs and interests and promotes motivation, improved academic performance, and connectedness with the school community. The goal of the SLC was to ensure that all students are known by adults in the school community and that they receive the support and attention necessary to succeed in a challenging academic program.</p>

In the past three years, the following activities have been conducted for school improvement:

- ❖ Conducted district-wide professional development with grades 6-12 math teachers in September 2009 to distribute revised high school curriculum management systems and to discuss the instructional focus for all students.
- ❖ Distributed NJASK8 student score reports to all ninth and eleventh grade teachers to identify their students' performance for instructional decision-making strategies. Conversations occurred during collaborative planning meetings.
- ❖ Administered the Developmental Reading Assessment in grades K-5. Coaches analyzed the results with teachers. Results were used to inform instruction.
- ❖ Administered the SRI in all Read 180 classrooms and used results to inform instruction.
- ❖ Analyzed Schoolpace data for reading steps and reading growth.
- ❖ Administered quarterly math assessments and utilized the data to inform instruction.
- ❖ Participated in FASTT Math and First in Math activities.
- ❖ Implemented a new LAL K-5 curriculum guide.
- ❖ Wrote a new Math K-5 curriculum guide.
- ❖ Wrote a new Science K-5 curriculum guide.
- ❖ Wrote a new Social Studies K-5 curriculum guide.
- ❖ Implemented Envisions Math across K-5th grades.
- ❖ Began training K-5 LAL coaches and teachers in the national standards for reading.
- ❖ Analyzed the NJASK writing assessments for the district, each individual school, teachers, and individual students. Used the results to inform writing instruction.
- ❖ Began a writing workshop pilot program in 3 schools.
- ❖ Provided professional development activities that focused on data results during district-wide professional development days and during teacher training sessions.

- ❖ Conducted school visitations with walkthrough observations (formal and informal) to assess and monitor levels of instruction and student engagement; provided feedback to principals and teachers.
- ❖ Provided grade level common planning time meetings to monitor, guide, and answer questions and facilitate teacher discussions.
- ❖ Disaggregated school data summary reports to identify areas in need of improvement for professional development decision-making and support needed at each school.
- ❖ Used school data to create school and district professional development plans.

The following programs, interventions, and strategies to improve student achievement in mathematics have been implemented in the past three years:

- ❖ Scheduled, planned, coordinated presentations at Saturday Math Teacher Academy targeted to areas in need of instructional improvement.
- ❖ Coordinated ongoing Algebra/Pre-Algebra professional development to grade 7-8 teachers to build content knowledge and instructional pedagogy. The targeted student population was those students who scored proficient and advanced proficient on the NJASK with the view of preparing a population of students who mastered algebraic skills/thinking for success at the high school level.
- ❖ Provided and coordinated instructional strategies for improved instruction to K-8 Math Coaches on a monthly basis. Research-based practices and activities were then turn-keyed to staff within their schools.
- ❖ Provided improved instructional practices to grade 6-8 teachers that build capacity in content knowledge, instructional pedagogy, and best practices. Reformed math instruction from excessive direct instruction to differentiated instruction based on benchmark data.

(Implemented rigorous instructional reform.)

- ❖ Provided in-class coaches via outside providers to support teachers by demonstrating lessons, co-teaching, collaborative lesson planning, analyzing data, and attending collaborative teacher meetings to support and guide teaching and learning “next steps.”
- ❖ Monitored district assessment data to plan teacher professional development activities during the school year and summer teacher institutes.
- ❖ Provided standard math quarterly assessments for grades 9-12 teachers in collaboration with outside providers and teacher input.
- ❖ Revised outdated curriculum management systems aligned to core content standards and provided training for teachers along with instructional expectations.
- ❖ Conducted textbook review committees to review and recommend board adoption to upgrade instructional materials and resources to meet the needs of the 21st Century learner.
- ❖ Integrated technology with instruction via Distance Learning activities, web-based programs, purchased online services, calculators, and computer-based projects that engage the learning process.
- ❖ Partnership Grant with Rowan University to provide extensive professional development to K-8 math coaches in the areas of math content knowledge, activities, math materials/resources, best practices, guidance, mentoring, training on specific content, membership in local Math Association, stipend registration fees to area conferences, data analysis, coaching strategies, curriculum and assessments updates.
- ❖ To increase the number of highly qualified middle school teachers of mathematics, the district has provided selected middle school math teachers an opportunity to participate in a two-year Graduate Middle School Math

<p>Certification Program at Rowan University. The number of district teachers who successfully completed the program, two cohorts, will total 19.</p> <ul style="list-style-type: none"> ❖ Provided ongoing opportunities for teachers to participate in Math/Science Programs at Rowan University during the school year and summer months. These programs build content knowledge, instructional practices, and technological training. ❖ Middle school and Grade 9 math students are provided increased learning time via a block scheduling. ❖ Implemented district-wide benchmark assessments via Learnia, grades 3-8 and Standard Solutions HSPA and content Benchmark assessments for grades 9-12. ❖ Coordinate and conduct ongoing monthly math coach meetings that focus on content strategies/activities and administrative processes. ❖ RIIISA Network meetings, designing learning workshops, teacher leadership clusters within schools in need of improvement. 	<p>Elementary and Family Schools have been implementing programs to strengthen student achievement. The goal of the programs selected was to improve academic performance.</p> <p>At the elementary school level CCPS has implemented the following school improvement strategies and programs:</p> <ul style="list-style-type: none"> ❖ Infusion of NJ Core Curriculum Standards into Language Arts ❖ Infusion of NJ Core Curriculum Standards into Math ❖ Diagnostic Assessment (DRA2, Learnia, SRI, SMI) ❖ Writing Benchmark Assessment three times a year ❖ 120-Minute Bilingual Literacy Block ❖ 120-Minute Literacy Block ❖ 90-Minute Math Block ❖ LL Teach ❖ 100 Book Challenge Grades K-6
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<ul style="list-style-type: none"> ❖ Learning Labs ❖ Read 180 ❖ Read 180 Monthly Articulation Meetings ❖ Writer's Workshop ❖ Writer's Workshop Monthly Articulation Meetings ❖ Children's Literacy Initiative ❖ WiggleWorks in Kindergarten ❖ Study Island Grades 3-4 ❖ Harcourt StoryTown Reading Series ❖ Harcourt and Envisions Mathematics Series ❖ Quarterly Topic Assessments for Mathematics ❖ RTI for Math Fluency through First in Math and FASST Math ❖ Infusion of technology to manage student data in Math ❖ Saturday Workshops for Data, Mathematics, and Literacy ❖ Provided and coordinated instructional strategies for improved instruction to K-8 Math Coaches on a monthly basis. Research-based practices and activities were then turn-keyed to staff within their schools. ❖ Provided improved instructional practices to grade K-5 teachers that build capacity in content knowledge, instructional pedagogy, and best practices. ❖ Reformed math instruction from excessive direct instruction to differentiated instruction based on benchmark data. (Implemented rigorous instructional reform.) ❖ Provided in-class coaches via outside providers to support teachers by demonstrating lessons, co-teaching, collaborative lesson planning, analyzing data, and attending collaborative teacher meetings to support and guide teaching and learning "next steps." ❖ Provided and coordinated instructional strategies for improved instruction to K-8 Math Coaches on a monthly basis. Research-based practices and 	
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activities were then turn-keyed to staff within their schools.

- ❖ Revised outdated curriculum management systems aligned to core content standards for Mathematics, Language Arts Literacy, Social Studies, and Science; and provided training for teachers along with instructional expectations.
- ❖ Conducted textbook review committees to review and recommend board adoption to upgrade instructional materials and resources to meet the needs of the 21st Century learner.
- ❖ Partnership Grant with Rowan University to provide extensive professional development to K-8 math coaches in the areas of math content knowledge, activities, math materials/resources, best practices, guidance, mentoring, training on specific content, membership in local Math Association, stipend registration fees to area conferences, data analysis, coaching strategies, curriculum and assessments updates.
- ❖ Provided ongoing opportunities for teachers to participate in Math/Science Programs at Rowan University during the school year and summer months. These programs build content knowledge, instructional practices, and technological training.
- ❖ Internet Instruction
- ❖ Art, Music, PE, Computer Literacy, Spanish, Library/Special Areas/Media enhancements
- ❖ Literacy Coach Meetings to “Train the Trainers”
- ❖ Math Coach Meetings to “Train the Trainers”
- ❖ Paraprofessionals
- ❖ Math Building Themes
- ❖ Data-Driven Instruction
- ❖ Intensive Early Literacy Instruction Program
- ❖ ELAS-Early Learning Assessment System
- ❖ Teacher’s Academy Professional Learning Program

- ❖ Peer Mediation
- ❖ Math Tutoring
- ❖ School Leadership Team
- ❖ Attendance Accountability Team

A multi-tiered professional development program model has been implemented in 12 low-performing elementary and middle schools. In tandem with this program, we have established professional learning communities to support teachers and administrators. Professional leadership academies have provided school site administrators with training and support in improving their leadership skills. Leadership at the five middle schools participated in the leadership academies first and later the academies were extended to seven elementary schools. In collaboration with Rutgers University, we have provided training and have established professional learning communities that include regularly scheduled “network” meetings for staff at participating schools. Teachers and administrators have had the opportunity to visit each other’s schools to discuss what works and doesn’t work by looking at the data and strategies used thus far. Educators have formed a collaborative relationship through these professional learning communities and offer each other support.

Professional development has been provided to teachers in how to assess the efficacy of classroom practices based on both quantitative (data analysis) and qualitative (teacher and student input) measures. Teachers have attended workshops on in-service days, new teachers’ workshops (teachers new to the district), and many have received one-on-one mentoring. An annual Summer Institute for educators is held each year. The Summer Institute focuses on using research-based strategies for improving student learning in core academic subjects, with a heavy focus on language arts and mathematics.

<p>In the fall of 2010, selected school leadership from the lowest-performing schools attended an instructional leadership training provided by the Rutgers Institute for Improving Student Achievement (RIISA), a nationally recognized leader in this field.</p> <p>In the past two years, the district has provided workshops designed specifically for new administrators. The workshops provided new administrators with support and information to help them navigate through the managerial and emotional demands of their positions to perform as effective leaders. Additionally, all district administrators attend a four-day convocation to participate in workshops designed to enhance their knowledge of best practices, codes, polices, and curriculum and instruction updates (among other topics). Administrators are encouraged to think outside the box as they strive to provide students with a positive environment conducive to learning.</p> <p>CCPS educators must work on a daily basis with the challenge of teaching a largely economically distressed population of students and families. Students frequently arrive at school in an “unteachable” state and require basic services to function; services such as food, shelter, and therapy. The district provides many human services to students and families to improve child and family functioning and subsequently student academic performance and engagement in the educational process. The School Based Youth Services (SBYS) Division of CCPS manages a host of programs, many of which have been revised, expanded, and enhanced in recent years, to provide the variety of wrap-around supports necessary for our challenged and challenging student population to succeed in school. These programs include a recently launched school counseling program in two elementary schools (federally funded), ongoing programs for teen parents (and their very young children) at the two comprehensive high schools, and mental health and substance abuse treatment services</p>	
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resources accessible through the school. To be successful, any school improvement program in our district must address more than just academic achievement. More often CCPS students struggle with basic life issues that may make it difficult for them to concentrate on their studies. Any program we design for school improvement in our district must look at the big picture in our communities and address root causes in addition to implementing education reform initiatives.

In the last three years, the district has supported Tier I and Tier II schools with additional professional development and programs designed to increase math and language arts proficiency. Many of those programs have been listed above. In addition, funding from Title I has been used to support the programs added at Tier I and Tier II schools. CCPS has added the position of Supervisor of Data to its administrative ranks. The duties of this individual include reviewing data of district schools and providing needed professional development to school data teams. This rigorous training is designed to increase capacity at the school level for data review and the use of data to inform instruction and other teaching and administrative practices. Many schools have implemented before- and after-school programs to increase learning time for students. Increased instructional time continues to be an important goal of the district. Teacher incentives are built into professional development training and implementation through title II A funds.

Within the past three years, several low performing schools were restructured with new principals and, in some cases, transfer and realignment of instructional staff also occurred. Last year two CCPS schools, Cramer and Wiggins, received SIG funding and they have been undergoing reform under this initiative. At Cramer College Preparatory Lab School and at Wiggins College Preparatory Lab School, principals are being trained to be true instructional leaders—a leader who is

committed to her growth on a leadership expertise continuum and is working on becoming a turnaround expert. Teachers are being trained in how to use best practices and are supported through quality materials, rigorous instructional blocks, job-embedded professional development, and ongoing feedback through learning walks. Each school hosts monthly learning labs to which other elementary and family school teachers and principals are invited to attend. Every teacher spends time working in teams in each other's classrooms, studying how students learn to read and develop mathematical content strands. This intense focus on and close observation of learning is the platform from which the schools' instructional and intervention maps are constructed.

In the high schools several efforts have been mounted to improve student achievement, most notably by introducing a feedback system and improving the delivery of classroom instruction. During the 2007-2008 academic year, the LEA attempted to schedule and implement a reading and writing assessment system for the high schools. Some student performance data resulted from that process but not enough to engage staff in developing the common understandings about what was happening that impedes student progress. In addition, collaboration with *High Schools That Work (HSTW)* resulted in professional development sessions devoted to the process of backward design and unit development.

The 2008-2009 academic year saw the implementation of a district-wide *Learnia* assessment system in LAL and Math for grades 6-8. Correlated to NJCCCS progress indicators, the process benchmarked student performance according to a common test administration schedule. In the high schools, efforts to frame the same type of assessment discipline continued through a contracted arrangement with *Standard Solution*. *HSTW* conducted a summer workshop on writing and orientations for implementation of *SpringBoard* in grades 6-8

		<p>LAL classrooms occurred in July and January.</p> <p>During the 2009-2010 academic year, Learnia assessments continued in grades 6-8 while initial and advanced training in <i>SpringBoard®</i> guided a second year of partial implementation in grades 6-8. In the high schools the collaboration with <i>HSTW</i> led to a series of workshops on scoring student writing through the application of state rubrics, and that in turn led to a district-wide writing assessment in grades 9-12. Teachers who had attended the workshops began to use feedback from the assessments to identify shortfalls in student learning, but, again, feedback was sporadic and incomplete. <i>HSTW</i> also conducted training on math strategies and technology and also collaborated to align Algebra I curriculum to EOC and revised assessments. Rowan University continues to prepare middle school teachers for improvement in instruction through the study of content. Rowan University offered a weeklong course in connecting Understanding by Design and Curriculum Mapping that resulted in the mapping and unit development of English III by the Curriculum Supervisor and teachers.</p>
D	<p>The LEA's process to recruit, screen and select external providers to ensure their quality.</p>	<p>Professional development providers will be selected based upon schools' needs. Several considerations will reference schools needs such as, but not limited to, student achievement data, surveys, administrators' and teachers' professional development needs, cost, recommendations, documentation of effectiveness, the provider's contact hours with the schools and commitment to the schools.</p> <p>The LEA proposes to identify layers of feedback data and methodologies that engage teachers and the school leadership in the analysis and discussion of successes and failures as well as the pursuit of a common understanding about why things happen the way they do in preparing and delivering classroom instruction. The evaluation of external providers of services will be conducted based on the rise in the average level of systemic quality and performance as evidenced in classroom observations and teacher planning; the</p>

<p>decrease in variation among teachers and classrooms; and the engagement of staff in collaborative behaviors that foster analysis and understanding of the nature of instruction, adapting what works and abandoning practices that do not result in improved student achievement. External providers of services (particularly professional development) will be sought through a publically issued Request for Proposals (RFP).</p> <p>Timelines and benchmarks will be outlined in contracts, framed to produce immediate and unequivocal progress toward goals, and managed as a part of the Compliance Team's support system. The district has a system in place within the business office for the management of all contracts with external providers. The district has a system in place to evaluate the services provided by external providers based on feedback and online evaluations from district staff who utilized the services.</p>	
<p><u>E. Align other resources and supports.</u></p> <p>In addition to the redeployment of current personnel to construct the Compliance Team, the LEA will use Title I, Part A funds to enhance available technology so data can be collected, compiled, and reported in real time. In addition, Title II, Part A funds will be applied to the remediation of staff performance gaps that will have the strongest influence on the turnaround situation and the recruitment of high quality staff.</p> <p>Other resources that will be aligned with the interventions include:</p> <ul style="list-style-type: none"> ❖ Rutgers Institute for Improving Student Achievement (RIISA) and other Rutgers Education Department resources for professional development ❖ New Jersey Department of Education's Department of Accountability's technical assistance workshops and Turnaround Leadership Network 	<p>The LEA's plan for alignment of other resources and supports</p>

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- ❖ High Schools That Work through New Jersey Department of Education's existing partnership with the Camden Board of Education (to provide professional development and technical support for administrators, teachers, and counselors)
- ❖ Camden County College to provide dual credit courses for students, technical support, professional development, and assistance with curriculum development, enhancement, and revision
- ❖ Rowan University's ESL courses for high school seniors at the two large comprehensive high schools
- ❖ Federal grant funding for the Integrating Schools and Mental Health Systems project and the Elementary School Counseling Program implemented at two elementary schools
- ❖ The Virtual Credit Recovery Program for high school students
- ❖ Reinstatement programs at the two large comprehensive high schools
- ❖ The Response to Intervention (RTI) Model is being implemented across the district with comprehensive training provided to principals and counselors
- ❖ A comprehensive Science, Technology, Engineering, and Math (STEM) program is being implemented at the middle schools
- ❖ Each elementary school provides students with Read 180 as a resource to assist students in catching up if they are falling behind
- ❖ Math-based remedial computer programs are provided to struggling students if they are falling behind
- ❖ Literacy-based interventions (including remedial computer programs) are provided to struggling students if they are falling behind
- ❖ Computer-based catch-up programs are utilized to assist ESL students who need extra support
- ❖ A new curriculum was implemented last year for ESL

		<p>students and for use in bilingual classrooms</p> <ul style="list-style-type: none"> ❖ Partnership to Increase Student Achievement in Physical Science: Integrating STEM Approaches (PISA2) is a five-year program that has been extended to the Camden City Public Schools' teachers who teach science in grades 3-8. The program aims to increase the number of teachers holding an Elementary School with Science Specialization Endorsement. CCPS is one of 12 school districts to partner with the Stevens Institute of Technology for this program. <p>All of the programs, courses, strategies, resources, and professional development activities listed above will be automatically aligned with the NJCCCS. No programs are used in the district which are not aligned with these core standards. Title I and Title IIA funds will be realigned to support the schools in the SIG program.</p> <p>All NCLB Consolidated funds will be coordinated with SIG funding and activities. A key way that district resources will be applied to the SIG project schools is by reassigning many existing LEA leadership staff at the district level to work on the SIG implementation. These district leaders will provide oversight and monitoring. Support for the teacher's union for staffing and teacher evaluation will take place through the mechanism of the LEA Turnaround Team, which will include all key stakeholders, and will meet as frequently as necessary for the smooth functioning of the SIG project, beginning with weekly meetings at the launch of the SIG2. The LEA Turnaround Team will include representation from the School Board, parents, and staff as well as other stakeholders.</p>
F	The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	In order to effectively implement a system of support for change and school reform for our school leadership, the LEA will abandon several organizational paragons, most notably,

the nature of authority in a rigidly hierarchical structure. Principals, Directors, Deputy and Assistant Superintendents, the Superintendent, and the Board of Education collectively exercise control over the decision-making process in schools and, by extension, the decisions that are consequences of that process. Although there will always be functions that require control in the operation of schools and school districts (payroll, purchasing, etc.), school improvement is not a process that is facilitated by control. Improving a school involves the guidance and direction of those who deliver the school's primary process: instruction. School change does not emerge because a high ranking official made a decision to make improvements. The flaws of a bureaucracy are many, but chief among them is the belief that organizational rank is equivalent to knowledge. A principal does not have all the knowledge required for improvement, regardless of how skillful and experienced s/he is. In the end, it is the people who deliver instruction in a school who are required to have and to use their knowledge to make the school better.

By establishing LEA Compliance Teams in the SIG schools, the district moves knowledgeable, district level staff out of the central office and into the schools to work side-by-side with school site leadership and staff to implement the interventions outlined in the plan. The LEA Compliance Teams will operate transparently in the schools, inviting parents, community members, union leaders, and students to work with change stakeholders in the schools and, by doing so, establishing a collaborative process that will be free of bureaucratic expedience. In addition, the LEA Compliance Teams will ensure efficiency of the implementation by maintaining engagement and motivation of external providers and administration of contracts; interim reporting and monitoring of budgets; instituting record keeping systems that include measuring/ tracking/reporting teacher performance; and fund disbursement.

To implement the proposed SIG project in the proposed schools, we will make the following modifications to current practices and policies:

- ❖ Hire a district Transformation Officer to oversee the SIG activities at SIG schools
- ❖ Hire or assign a site Transformation Specialist at each target SIG school to administer SIG activities at the site level and form a turnaround or transformation team at the school to work with the specialist to monitor the ongoing implementation of the model
- ❖ Develop systems charts to outline team approach
- ❖ Utilize needs assessments to determine process for meeting student needs
- ❖ Establish a Ninth Grade Transitional Development Program that will support Ninth Grade Teaching Teams (NGTT) at Camden High School and at Woodrow Wilson High School. NGTT will meet individually with ninth grade students (and their parents) on a monthly basis
- ❖ Set up “Focus Rooms” at all middle school sites so that the individualized needs of students at high and moderate risk are met with services and supports necessary for success
- ❖ Improve the ratios of students to teachers
- ❖ Increase the number of highly qualified teachers who are teaching in their trained area of instruction
- ❖ Create a five-year staff development plan to provide focused and job-embedded professional development to staff
- ❖ Strengthen vertical and horizontal articulation teams of teachers to support an integrated instructional program. (Monthly Math and Literacy Coaches’ meetings are held to share ideas and train the coaches on best practices and data analysis for them to turnkey with their staff. Grade levels are trained in strategies for their

<p>particular students. They also review data for their grade levels and learn how to use it to inform their instruction.)</p> <ul style="list-style-type: none"> ❖ Infuse classrooms with technology and provide training to teachers in how to use that technology effectively. For example, Read 180, WiggleWorks, Schoolpace, FASST Math, First in Math, envisions, and SMI. ❖ Establishing interdisciplinary collaborative planning time for teachers (common planning time will be built into their weekly schedules) ❖ Allow greater flexibility in hiring, transfer, and dismissal ❖ Promote administrative autonomy at the school site level (with support from central office as well as training and establishment of professional learning communities) ❖ Extend instructional hours, to include 1) mandating attendance of struggling students at extended programs, 2) adding instructional time during the school day, 3) extending the school year, and 4) increasing after-school programs, Saturday programs, and Summer programs ❖ Expand collaborative decision-making to garner more input from parents, students, and community members (stakeholders); and to use that input in a constructive manner that is visible to all stakeholders. (Parents are a part of the advisory committee for each school. As a part of the School Leadership Teams they help to make decisions related to school activities and policies. An active parent advisory group will be developed to forge a new and strengthened partnership between school and home to increase student achievement and engagement with the educational process. Parents will be trained and hired to work as parent coaches. Parents and community members will also be invited into classrooms first thing each morning and in the afternoon.) ❖ Collaborative-decision making will result in a balance of ownership and productivity among those involved in the 	
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process. (Schools will communicate with central administration to invite staff to participate on school committees or teams. Committees or teams will meet on a regular basis to discuss, plan, and implement proactive measures, interventions, and solutions to concerns/problems.)

- ❖ Adding opportunities for increased communication within the school system at the administrative and school site levels and from outside the school system from parents and community members
- ❖ Creating advisory panels at school sites comprised of school staff and external stakeholders to monitor the progress of schools toward improvement
- ❖ Creating an executive advisory panel for the SIG project to include membership from critical stakeholders, such as state and local community leaders, the business community, parents, students, community organizations, faith-based organizations, and institutions of higher education

Collaborative Decision-Making:

The SIG project will provide an opportunity for increased internal collaborative decision-making. Supervisory staff will continue to conduct collaborative sessions with teachers to gather information/data, plan, and to communicate activities within content departments. Scheduled weekly teacher collaborative meetings are already conducted and attended by district level staff and expert consultants to discuss ideas about instruction, data, and concerns/issues. More collaborative time for teachers and leadership staff will be created as part of the professional learning communities and vertical and horizontal articulation. District leadership is already visible in the schools on a regular basis to share and model district goals and objectives with teachers and principals on both a one-on-one and group level. With the re-visioning of the model, district

	<p>administrators will be reassigned to positions that allow them to work side-by-side with site staff in the schools.</p> <p>District leadership will identify teachers who can serve as coaches, mentors, and teacher leaders for underperforming teachers, for continued collaborative input and decision-making, and sharing of strategies specifically focused on improvement of instruction and professional development needs. Collaboration is based on shared goals, a shared vision, and a climate of respect and trust. Each stakeholder (administrators, teachers, parents, students, etc.) must understand their role and feel included in decision-making processes. Planning is crucial to make time and space for collaborative efforts, and effective leadership is essential to the process. Resources will be made available to support collaboration and the necessary time will be taken to build the relationships necessary for collaboration to occur over time. A climate that respects and values the opinions of a diversity of perspectives will be cultivated so that all stakeholders feel heard and are comfortable when making contributions.</p>
<p>The LEA's plan to sustain the reforms after the funding period ends</p>	<p>Sustaining reforms after the funding period ends is inherent in the project design, which depends heavily on capacity-building, infrastructure development, and professional development. Some programs which may require monies for continuation will be supported through the individual school budgets. In-district professional development funds will be used to support refresher training and Title IIA funds will also be used. Many key systems which will be put in place will not require funding, such as advisory panels.</p> <p>We will implement a district-wide method of accountability for instruction by utilizing walkthroughs, teacher observations, and other forms of performance assessment. All teachers and administrators will be trained to foster collegial relationships that develop highly qualified teachers through mentoring, in-class coaching,</p>

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demonstrated instructional pedagogy, vertical and horizontal articulation, school-based collaborative planning, and shared decision-making practices that focus on successful in-district school models that will improve student achievement. Fundamental principles of smaller learning communities will become the norm.

The school leadership will share data on student performance and achievement with all stakeholders so that informed decisions will be made in the best interest of all students in the district as well as the educational process. At the end of the three years, student achievement will have increased as measured through Learnia benchmark assessments and NJDOE-mandated assessments, such as the NJASK and HSPA.

Refer to the Project Description and Project Activity Plan matrices for each individual school in the school forms sections of this application for details about actual plans (including timeframes).

At the end of the SIG-funded project period, it is anticipated that the most significant difference in the schools will be the level of student engagement and performance. Students will be prepared to be successful in the 21st century by learning in a safe and nurturing environment, with a student-centered curriculum, which will engage them in a rigorous learning process, ensuring that all students function at or above grade level. High standards will be set for teachers and school administrators that support continuous data-driven instruction, content specific professional development, technology integration as an instructional tool, and implementation of an established rigorous standards-based curriculum using proven instructional methods that support student achievement.

Sustainability Beyond Grant-Funded Project Period

Description of Action Steps for Sustainability	Person(s) Responsible	Resources	Timeframe
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<p>School leadership and LEA Turnaround Team (stakeholder group) to work together to develop a sustainability plan through a sustainability task force</p>	<p>Ongoing professional development to ensure that the strategies that were implemented during the grant are sustained.</p>	<p>Professional Development Office, Assistant Superintendents,</p>	<p>Title IIA Schools' Budgets</p>	<p>2014 and beyond</p>
<p>Ongoing learning walks, teacher observations, and other forms of teacher performance assessment will be continued by the school administrators and the district personnel.</p>	<p>NTO, Superintendent, Assistant Superintendents, Principals, Supervisor of Performance Management</p>	<p>Title I Schools' Budgets</p>	<p>2014 and beyond</p>	
<p>Peer collaborations will be conducted throughout the school year.</p>	<p>Assistant, Superintendents, Principals and their staff</p>	<p>Title I Schools' Budgets</p>	<p>2014 and beyond</p>	
<p>School leadership teams will continue to meet to review student achievement data.</p>	<p>Assistant Superintendents, School Leadership Teams</p>	<p>Schools' Budgets</p>	<p>2014 and beyond</p>	
<p>Staff new to the schools will receive professional development and an experienced mentor will be assigned to each new staff member. Learning labs will</p>	<p>Assistant Superintendents, Principals</p>	<p>Schools' Budgets</p>	<p>2014 and beyond</p>	
<p>Learning labs will</p>	<p>Assistant</p>	<p>Schools'</p>	<p>2014 and</p>	

		<p>continue.</p> <p>Professional Learning Communities and collegial atmosphere with lifelong learning the norm and team teaching to continue.</p> <p>All SIG strategies and activities will become institutionalized within the district and supported with district resources for continuation.</p>	<p>Superintendents, Principals</p> <p>Assistant Superintendents, Principals</p> <p>Superintendent</p>	<p>Budgets</p> <p>Schools' Budgets</p> <p>District Budget</p>	<p>beyond</p> <p>2014 and beyond</p> <p>2014 and beyond</p>
<p>H</p>	<p>The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results</p>	<p>School leadership will be afforded with near autonomy in its rostering and scheduling procedures and the principal will be given wide latitude in constructing the school's budget and allocating funds where they can be most effective in implementing the transformative change envisioned by the grant. The district will facilitate the movement of staff out of and between schools when appropriate to achieve the goals of the project. The district and the school will partner to review data and needs assessment surveys to select the best professional development providers (and plans) for the school. Each SIG school will be assigned a curriculum and instruction supervisor who will assist in monitoring the program implementation and will assist with troubleshooting to eliminate barriers to success.</p> <p>Under the new improvement structure, school leadership will have unprecedented flexibility in identifying and modifying the elements in the school's operation that are impeding student progress toward proficiency in core standards. The LEA Compliance Teams will offer a phalanx of professionals knowledgeable in curriculum and instruction who will master the levels of feedback information in a way that enables the school to adapt effectively to the demands that are framed by the improvement plan. For example, identification of instructional shortfalls in real time can facilitate the application of</p>			

		<p>corrective action before student learning is compromised, offer opportunities to modify student or teacher schedules to meet the need for more staff development time or divert resources to areas that will engage in rectification of issue before it becomes too late in the school year to turn things around and make a difference.</p>
<p>I</p>	<p>The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010. Indicate the number of years in the school of the current principal.</p>	<p>Qualifications of the new principal will comply with the requirements for NJ licensure. In addition, candidates will be expected to demonstrate an ongoing dedication to professional development anchored in teaching and learning. Individuals who have successfully worked as school change agents in the past (i.e., have turned other schools around) will be sought to fill these leadership positions.</p> <p>The range of expected competencies for principals is those that can be found among turnaround leaders: a sense of urgency about change, trustworthiness, credibility, risk taking, communication, commitment, adaptability, creativity, innovation, conflict management, persuasiveness, self- and team-development, delegation, planning and action to reach targets, independence, and integrity. The LEA will embed ISLLC standards into the principal evaluation process as a means of establishing a new pattern of leadership marked by the implementation of a system where the principal's role as coach focuses on performance results that create new relationships among all stakeholders and where the educational staff prioritizes the expansion of learning capacity.</p> <p>Current principals with a tenure of three years or more will be removed and state and local searches will be conducted to find a principal with experience turning around chronically low performing schools for appointment no later than June 1, 2011. CCPS will hire SIG school principals who exhibit the following behaviors and qualities: organization, delegation, data analysis, instructional leadership, building management, resource management, district relationships, risk taking, problem solving, willingness to learn and try new things, and thinking outside the box.</p>

The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.

The district will hire two Supervisors of Performance Management who will work under the direction of the Director for Elementary Curriculum and Instruction and the Director for Secondary Curriculum and Instruction. These two directors report to the Assistant Superintendent for Curriculum and Instruction, who works under the Superintendent. To insure fiscal Compliance the district will also hire an Accounting Manager that will work out of the Business Office assign to the SIG Grants only. The Accounting Manager will report to the Business Administrator and work directly with the Supervisors of Performance Management for all Fiscal Implementation, Compliance and Reporting. Thus there will be strong programmatic and fiscal managerial support for SIG implementation at the LEA level, with a direct line to the Superintendent. The day-to-day implementation of the project at the school level will be conducted as a collaboration between the Principal and the assigned Education Program Specialists. The Supervisors of Performance Management will organize the project work through the five Education Program Specialists. One Education Program Specialist will be assigned to each of the high schools and the other three will each be assigned to two SIG2 elementary, family, and/or middle schools. The Education Program Specialists will manage the program in the SIG schools, ensuring that deadlines are met, objectives achieved, and activities completed on time and within budget. Each SIG2 school will form its own turnaround team that will work with the assigned Education Program Specialist in collaboration with key stakeholders to ensure that the identified needs of students are met. All key stakeholder groups will have representation on the school site turnaround team.

The project will be managed by the school leadership working in partnership with the LEA Turnaround Team, which will include representation from all key stakeholder groups. The LEA Turnaround Team will generate, update, and distribute a project calendar that will identify the key implementation dates and deadlines for all stakeholders. The transition to collaborative decision-making will require a model and facilitation of the model by an external provider

for the first six months of the project. Once the model is understood by the school leadership collaborative, facilitators can be designated by the group. LEA activities in guidance and testing, professional development, special services, and scheduling will support participating schools.

The district has hired an Educational Program Specialist who oversees the SIG project work at the two schools that are in year one of SIG at the present time. She ensures that deadlines are met and manages the program in the SIG schools. She serves as a resource to principals, supervisors, the director, and the superintendent. She oversees the purchasing of materials and the implementation of the professional development plan. She completes all quarterly reports. She works closely with the NTO. In collaboration with the business office, she ensures that the SIG grant money is spent appropriately and that the district stays within budget. A list of the LEA SIG activities is provided above on **Form L-7 LEA COMMITMENT AND CAPACITY** under *LEA-level activities*.

Form L-9

Date: _____

Page ____ of ____

LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS
This form should ONLY be completed those districts that are applying for some but not all Tier I schools

LEA : **Camden Board of Education**

Camden has the largest number of Tier I schools in the state with 9 in Tier I and Camden's two large comprehensive high schools are Tier II schools (feeder schools for these high schools are Tier I). The district does not have the internal capacity or the resources to attempt radical reform in all of these schools at once. We intend to focus on the identified schools in this application because after analyzing the data for the district's schools, these schools are the ones that are historically most in need of improvement.

Note that many of the planned activities, strategies, interventions, supports, and professional development connected with the proposed SIG project will be leveraged to include other school staff within the district who are not employed at the SIG project schools. We plan to provide additional support to other underperforming schools in the district but we face an uphill climb. Due to cuts in school aid, Camden City Public Schools may have to eliminate some positions in the coming year. The elimination of those positions will impact on our capacity to service many district schools. Obtaining SIG funding for the schools identified in this application will greatly assist the district with implementation and monitoring of these underperforming schools.

By focusing on the identified schools in this application, Camden has the capability of replacing staff members and recruiting teachers who will best serve the needs of the SIG 2 schools. Principals in the SIG 2 schools will have the opportunity to screen existing staff and rehire up to 50%. The process of screening and rehiring no more than 50% of the staff is a challenging undertaking for a district. The possible transfer of many of Camden's teachers is a daunting task but focusing on replacing teachers in the identified SIG 2 schools can be accomplished.

An additional reason the identified schools were selected is because they are PK – 8 schools and will impact the greatest student population. Traditionally our middle schools have lower scores on the NJASK and our plan is to focus professional development and support to these most academically needy students.

Form L-10

Date: 3/31/2011

Page ____ of ____

WAIVER REQUEST

LEA : Camden Board of Education

School Name	Waiver 1 “Starting over” in the school improvement timeline for turnaround or restart model only	Waiver 2 Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold
Catto Health and Wellness Academy	X	
Cream Performance Academy	X	
Hatch STEM Academy	X	
Pyne Point Bilingual Leadership Academy	X	
Camden High Career and College Readiness Academy	X	
Woodrow Wilson Career and College Readiness Academy	X	
Morgan Village Creative Arts Academy	X	
Veterans Business Academy	X	

MONITORING AND ACCOUNTABILITY PLAN

LEA : Camden Board of Education Name of School: Veterans Business Academy

Accountability is at the heart of the program that will form the backbone for reform activities; and accountability is also at the heart of all planned leadership frameworks. Accountability will be the driver in the transformation and turnaround of all SIG project schools. In this model, the following are expected:

- ❖ Parents to be held accountable for the volume of their children's reading;
- ❖ Students to be held accountable for the volume of reading they do and the growth they make;
- ❖ Teachers to be held accountable for the instructional strategies they utilize, the progress and rate of reading growth their students make, the volume of reading their students perform, and their commitment to grow as learners; and
- ❖ Furthermore, principals are held accountable for the volume of reading their students do, the rate of reading growth the students make, the percentage of students reading on grade level, the professional development participation rates of their teachers, the instructional methodologies being used and their own commitment to grow as learners and school leaders.

Accountability is established by ongoing collection of data to assess and use the information to modify instructional practices. This information will then be displayed publicly to enable stakeholders to engage in "rich" dialogue based on the formative and summative data collected. Formative and summative data collection systems are currently in place as described below:

Formative Data Collection

Meaningful formative data is collected in the classroom daily and captured in a web-based progress monitoring tool called SchoolPace. In addition to formative data, assessment data can be imported into SchoolPace electronically. The data entry process is simple, occupying only a few minutes of each school day. The data collected is tied to individual student records with comprehensive demographics. Attendance, discipline, and subgroup assignments are captured to create a complete student profile.

Types of Student Data Collected:

- ❖ Individual student reading levels
- ❖ Individual student reading volume records
- ❖ Home reading habits
- ❖ Home Contract completion
- ❖ Formative assessment results: IRLA scores
- ❖ Principal Classroom Practice logs
- ❖ Principal Case Study records
- ❖ Principal and teacher participation in professional development
- ❖ Principal and teacher placement and movement along the Principal and Teacher Expertise Continuums
- ❖ Intervention maps and strategies

Summative Data Collection

The following summative data is collected on a regular basis and is reviewed by each school principal and instructional staff:

- ❖ Benchmarks

- ❖ DRA2
- ❖ Learnia
- ❖ Access
- ❖ Gates MacGinitie
- ❖ NJASK

Formative and summative data is stored in SchoolPace, which is a web-based progress monitoring tool and data management system. The district imports data into SchoolPace at regular intervals and school personnel enter data into SchoolPace daily. As data is entered, it is automatically categorized based on performance targets set within the system. Performance targets can be set to identify students who have scored below basic, basic, proficient, or advanced in a given metric. Similarly, targets can be established to show which students should receive group or individual interventions based on performance indicators measured in the system.

Stakeholders at all levels of the LEA have access to reports and graphs that aggregate the data in a variety of ways. Classroom teachers can see their students organized by performance targets and view individual student progress across multiple school years. School administrators can see metrics on student performance aggregated by classroom, grade, and subgroup. District administrators can see metrics on student performance aggregated by school, classroom, grade, and subgroup. In addition to monitoring by performance target, individual student growth is measured using data across multiple school years. By collecting and analyzing longitudinal student data, the school teams and district level administrators can effectively measure the effects of long-term interventions and core instructional programs. Administrators receive email and push notifications daily that draw attention to achievements and performance alerts for students, classrooms, or schools within the LEA.

The LEA can measure the correlation between two sets of student performance data using linear regression. In this way, the LEA can determine if there is a relationship between formative classroom data and state test results. The same methodology can be used to determine if there is a correlation between applied interventions and student growth. Data analysis routines are described below.

Tier I Monitoring

Tier I instruction is monitored through a variety of measures: 1) percentage of students reading on-target (amount of time spent reading), 2) percentage of differentiated instruction used, and 3) percentage of students reading on grade level, rate of reading growth per student, accuracy of independent reading levels, engagement levels and motivation of students, and observable accelerated progress. The principal and instructional staff are responsible for this monitoring; and successes and challenges are addressed at the weekly data and grade group meetings.

Tier II and III Monitoring

Students identified as Tier II or Tier III are monitored on a Data Wall. Teachers and administrators establish Intervention Action Plans for each of these students based on the power skill needed to accelerate reading growth. The action plans detail specific interventions implemented for each student along with the current plan for providing interventions, including resources needed, and the person responsible for ensuring intervention completion and success. The Data Wall can accommodate all types of data, e.g., DRA, IRLA levels, NJASK scores; and intervention plans. In addition, the Data Wall is the central location for systemic instructional support frameworks. The principal can build a schoolwide resource allocation map and a targeted instructional support map on and from the Data Wall. The principal, teachers, and leadership team meet weekly to review, assess, and modify Tier II and Tier III Intervention Action Plans. Because the data is always live and real-time, intervention plans are flexible and easily altered for maximum effect. Each student's action plan is captured in SchoolPace. Each

action plan is related to one or more unique interventions. With this information, SchoolPace can provide insight into the effectiveness of each intervention.

The above correlation data can be used as the foundation for ongoing and annual reform planning. The student-level analyses help determine intervention and curriculum effectiveness, drive the classroom assignment process, and provide a rationale for teacher accountability. Ineffective interventions can be suppressed, effective interventions can be scaled, sensible student groups can be made within classrooms, and teacher effectiveness can be measured based on student performance in like subgroups.

The LEA will support the SIG2 schools in the following ways. The two Supervisors of Performance Management will be the lead SIG2 personnel, coordinating fidelity of implementation and building the coalition between the NTO, the principal, CCPS leaders, the Educational Program Specialists, and the supervisors. In addition, the Educational Program Specialists will be based at the district office and will be responsible for the logistical aspects of SIG2 implementation, such as operational support, budgeting and fiscal logistics, and implementation fidelity. The LEA will also support the SIG2 principals by working within the district to address and ameliorate staffing issues as they arise. The Assistant Superintendent of Curriculum & Instruction will work within the existing CCPS systems to support staffing changes and instructional needs as they arise.

The LEA will establish a district turnaround office staffed with leadership that will monitor the ongoing implementation of the SIG project at all schools. Each participating school will form its own turnaround leadership team, which will provide oversight to the SIG process at the school level. The LEA Turnaround Office will monitor the implementation of project activities and will hold staff accountable for meeting stated objectives. The LEA Turnaround Office will ensure that implementation occurs with fidelity and within budget and that goals and objectives are met in a timely manner. The LEA will create two Supervisor of Performance Management job positions and these positions will report directly to the appropriate Director of Curriculum and Instruction (either elementary or secondary). The Directors of Curriculum and Instruction report to the Assistant Superintendent of Curriculum and Instruction. The two Supervisors of Performance Management will supervise the Education Program Specialists assigned to the SIG2 schools and through them will monitor the progress of SIG2 implementation. It is through this chain of command that the SIG project activities will be coordinated with the evaluation of the implementation of each school's SIG model.

Annual evaluation of the SIG reforms and their impact on student achievement will be drawn from the daily, weekly, monthly, and quarterly analysis of data at the schools. The state requires a quarterly report analyzing student data. In addition, the Supervisors of Performance Management will provide monthly reports on progress and will require input from the Education Program Specialists in order to compile these monthly reports. This system will monitor the ability of the project to meet timelines and stated objectives. Data analysis utilized in these reports will utilize student data as specific as the individual performance level of students in the SIG schools. Additionally Scatter Plots (cluster data) will be used for grade level analysis.

The district will ensure that the selected intervention model is being fully implemented effectively at each SIG school through monthly reporting and onsite monitoring. Subcommittees of the LEA Turnaround Team will conduct monthly monitoring visits to the SIG schools. During the course of the SIG implementation, data to be used to modify the SIG program for subsequent improvement will come from a wide range of sources, such as attendance reports, AYP, CAPA reports, teacher evaluations,

benchmark data, and standardized tests. School-level data at the site level and the grade level will also be gathered from the many programs being implemented that have their own built-in internal data collection functions, such as Learnia, DRA, Read 180, etc.

Timelines for implementation and monitoring for accountability for each school are outlined in the individual school applications, which provide timeframes for all SIG implementation activities. Overall coordination of monitoring and accountability will be conducted by the Supervisors of Performance Management.

School Section

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: _____ - _____ - _____ Title: School Improvement Grant

SECTION II, PART A:

	Internal use only	School Code	Type	Region	Sequence
School Name Veterans Memorial Middle School					
School Address 800 North 26 th Street					
School City, State, Zip Camden, New Jersey					
Grade Span of School Pre-K to 8					
		Edward Santos (856) 966-5360 School Principal Name Phone #			
		Susan Gallagher (856) 966-2325 School Program Director Name			
		School Program Director Telephone <u>(856) 966-2347 sgallagher@camden.k12.nj.us</u> School Program Director Fax/email			

Total amount of funds requested for school application: Year 1 \$ 1,721,380 Year 2 \$ 1,721,380 Year 3 \$ 1,721,380

Duration of the Year 1 project: 9/1/11 to 8/31/12

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Dr. B. LeFra Young
 Certification of Chief School Administrator - Dr. Bessie LeFra Young, Superintendent

4/20/2011
 Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Camden Board of Education school district (county code 07, District Code 0680, School Code 080).

Dr. B. LeFra Young
 Signature of Chief School Administrator
 Dr. Bessie LeFra Young, Superintendent

Superintendent
 Title

4/20/2011
 Date

Business Manager: Celeste Ricketts
 Ms. Celeste A. Ricketts

Phone: 856-966-2036

Fax: 856-966-2139

Form S-2

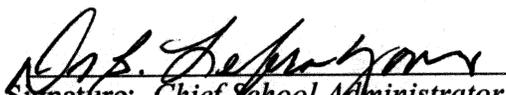
SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Camden Board of Education

Applicant LEA


Signature: Chief School Administrator
Dr. Bessie LaFra Young

Veterans Business Academy

Applicant School

4/20/2011
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

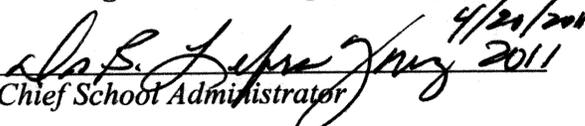
Part I – Applicant Organization

Organizational Name of Applicant *Camden Board of Education- Veterans Business Academy*
Address *800 North 26th Street Camden, New Jersey 08105*
DUNS number *114949936*
Expiration Date of CCR registration *1/03/2012*
Congressional District *5th*

Part II – Primary Place of Performance under this award

City *Camden City, New Jersey*
County *Camden*

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov, and shall maintain a current registration throughout the grant period.

4/21/2011

Signature of Chief School Administrator

Dr. Bessie LeFra Young, Superintendent
Name and Title

Form S-4

Date: _____

Page ____ of ____

PROJECT ABSTRACT

LEA : Camden Board of Education

Name of School: Veterans Business Academy

Mission	<p>The mission of the Veterans Business Academy (VBA) is for <i>every</i> student to complete <i>every</i> year of school as a nationally normed grade level thinker, reader, writer, and dreamer with a strong sense of how community, neighborhood and the nature of economic interconnectedness are the roots and foundations for becoming sophisticated career and college-ready global citizens.</p>
Vision	<p>At Veterans Business Academy, a PK-8 school, each student K-8, will become the CEO of her own life, each student will learn to take ownership and responsibility for her own learning, her own choices, and her own destiny. At VBA, students will examine the world around them, will examine economic and civic realities in the world around them, will start their own businesses, and will chart their own course as they cultivate and harness their own entrepreneurial spirits and skills.</p> <p>At Veterans Business Academy, we believe that every student undergoes a process that begins before they enter school and builds as they grow toward 8th grade. Children begin their journey by looking at themselves and their families. Their vision expands as they grow—to include their own communities and neighborhoods. Then they learn to examine multiple communities, multiple neighborhoods. By the intermediate grades, they are ready to move through time—thinking about how historical events impact communities and impact social and economic development. By middle school, they are more than ready to analyze in sophisticated ways how history, geography, economics, civics, ethics, race, politics, and religion all impact how cultures develop, how communities thrive, and how individuals inherit life determining legacies and yet have the ability to map their own lives.</p> <p>At VBA, we believe that the heart of all learning is the complex interplay between thinking, reading, writing, and numeracy. Students must read in order to inform their thinking, they must write in order to organize their thinking, they must talk to develop and shape their thinking, and they must recognize patterns and systems in order to refine their thinking. This level of sophistication requires that students understand that thinking is both the bedrock and the goal of learning, that thinking is the fun of learning, that thinking is the beauty of learning.</p> <p>And of course, we know that this type of thinking is best centered around interesting ideas, concepts, and topics. At Veterans, thinking work will be done during all aspects of the day around the ideas at the heart of business—economics, civics, social history, politics, and urban studies. Students will have the opportunity to examine their own places within their social, political, and economic environs and to begin to recognize and shape their own places in the world. Every student will leave Veterans as an accomplished business owner, entrepreneur, and global citizen with an 8-year</p>

	<p>business plan. We recognize that long-term business plans are fluctuating maps—nevertheless, every VBA student will be the sole proprietor of her own business—the “This is My Life” business. This, we believe, is true life-readiness.</p>
<p>Project Implementation Summary</p>	<p>The transformation of Veterans Memorial Middle School into the Veterans Business Academy (VBA), a PK to 8 school, will engage the principal, teachers, families, and community partners in powerful opportunities to investigate the relationship between teaching and learning. VBA will use become a true Learning Organization—a place where adults and children are learning together how to grow into their places in the 21st century with strength, knowledge, sophistication, curiosity, and hope. As Peter Senge describes,</p> <p style="padding-left: 40px;">“ 'Learning organizations' [are] organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.” (<i>The Fifth Discipline</i>. 1990).</p> <p>Indeed, the very essence of a successfully transformed school requires that all members of the learning community continuously examine and reexamine what they know about content, about standards, about relationship building, and about instruction.</p> <p>In order to create the culture of a learning organization, CCPS will select a principal who can be the learning leader of VBA—someone who will steward the mission and vision of the school. “In essence, leaders are people who walk ahead, people genuinely committed to deep changes, in themselves and in their organizations. (Senge, <i>The Dance of Change</i>, 1999). CCPS will select such a person for the school.</p> <p>VBA’s lead partner will be the Federal Reserve Bank of Philadelphia. The Federal Reserve Bank’s extensive educational programs for teachers and students, along with its community outreach and development will serve as the expert resource for learning at VBA. Other local and regional banks, such as Susquehanna Bank are already involved in Camden schools, and VBA will become the center for business-related partnerships in Camden schools. In addition, VBA will work with the many small businesses and entrepreneurs in its immediate surroundings. The Federal Reserve is located 4.5 miles away from VBA, and this national partnership, along with the relationships with local and regional businesses will allow students and teachers to experience economics in every facet—from the micro to the macro.</p> <p>To support and extend the work around the theme, VBA will partner with <i>The Leader in Me</i>. <i>The Leader in Me</i> process instills leadership skills, character development, and collaboration into daily behaviors and habits among students and adults. Vital to the work is the adoption of the <i>Seven Habits of Highly Effective People</i>. VBA students and adults will model these seven habits in all aspects of daily life.</p>

In addition, to support our efforts to create a school community that celebrates diversity, VBA will partner with the Anti-Defamation League (ADL) for the implementation of its anti-bias, anti-bullying, and positive school climate programs. This work will support both teachers and students in developing multicultural competencies increasingly called for in our emerging diverse country and world.

The work of running a school is akin to running a small business, and the VBA principal will be expected to operate the school as CEO. VBA will serve as a model site for other schools in Camden, and will be a place where instructional leadership is rehearsed, practiced, demonstrated, and sustained. The task of a CEO is to run the organization with focus, efficiency, wise and competent allocation of resources—both human and material. This transformational model will allow the VBA CEO to do just that.

In order to be an instructional CEO, the principal must manage and monitor the implementation of instruction based on the national criteria—in order for VBA students to be nationally competitive, they must learn master national benchmarks from the beginning. The bar has been set high with the adoption of the national Common Core Standards (CCS) in July 2010. The CCS have become the foundation for New Jersey instruction, and across the nation. The task at hand for the VBA principal is to transform instructional practices to align them with the CCS, while at the same time supporting school leaders in organizing resources around two imperatives: 1) Response to Intervention with the goal of ensuring the *every* child makes accelerated progress and 2) Best practices in instruction and learning.

The heart of the VBA renovation will be participation in an intensive, transformational *Response to Intervention* Framework that is constructed on the architecture of recently adopted national Common Core Standards. CCPS began this work in SIG1 schools, and will implement the components of the SIG1 that have been successful. However, in addition to the successful components of SIG1, SIG2 allows for additional depth and intensity toward total school and school community paradigm and cultural transformation.

The RTI Framework (RTIF) is built on several interlocking features—rigorous, embedded professional development that centers on supporting the principal as model, leader, and chief investigator; an extensive data management, monitoring, and tracking system; an instructional framework that allows for the lab/workshop model of teaching and learning in all content areas, and a theme—business—that allows for thinking investigation of both local and global topics. This RTI Framework will allow the VBA community to transform ideas for school improvement from a lengthy to-do list into a living, breathing reality.

	<p>In order to nourish and maintain the transformation, VBA will implement a model that focuses on the nine actions required under the SIG2 opportunity. It is important to note that real transformation requires that each of these areas of focus be seen as vitally connected to and dependent upon each of the others. Transformation is more than the sum of the parts; as progress is made on each of these fronts considered separately, school culture itself undergoes a transformation and becomes itself an accelerator of further culture change. Nothing short of radical culture change will ensure that all students score proficient or advanced on NJASK and that every student develops the academic identity, routines, expectations, and social supports that will enable him or her to leave high school ready for college and/or career ready. Because VBA is transforming into a school that services students from PK through 8th grade, it is imperative that VBA adopt the best practices of early and elementary education, in combination with those of high performing middle schools. Nothing short of ensuring that students read with the real depth and breadth grade level as defined by the Common Core Standards will make this possible; and nothing short of rigorous instruction that leads to the systematic cultivation of the sophisticated thinking skills required under the new Common Core Standards will make this possible.</p>
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REPORTING METRICS

LEA : Camden Board of Education

Name of School: Veterans Business Academy

Metric		2010-2011 Data			
School Data					
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Turnaround				
AYP status	Year 10				
Which AYP targets the school met and missed	Missed all AYP Targets				
School improvement status	Restructuring Year 5				
Number of minutes within the school year	6 hrs. 30 minutes /school day X 180 days = 70,200 minutes/yr.				
	5 hrs. 50 minutes /school day X 180 days = 63,000 instructional minutes/yr.				
Student Outcome/Academic Outcome Data					
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup					
NJASK-6 LAL					
Yr	PP	Prof.	Adv. Prof		
09-10	80.0%	20.0%	0.0%		
08-09	82.0%	16.9%	1.1%		
07-08	88.5%	11.5%	0.0%		
NJASK-6 Math					
Yr	PP	Prof.	Adv. Prof		
09-10	67.2%	31.1%	1.6%		
08-09	72.7%	26.1%	1.1%		
07-08	73.1%	24.0%	2.9%		
2010 NJASK-6 LAL					
	PP	Prof.	Adv. Prof		
Total	80.0%	20.0%	0.0%		
Gen Ed	75.0%	25.0%	0.0%		
SPED	90.0%	10.0%	0.0%		
*LEP	100%	0.0%	0.0%		

Metric

2010-2011 Data

*White	100%	0.0%	0.0%
Black	89.5%	10.5%	0.0%
Asian	n/a	n/a	n/a
Hispanic	73.7%	26.3%	0.0%
Econ. Disadv.	79.3%	20.7%	0.0%

* < 10 in subgroup

2010 NJASK-6 Math

	PP	Prof.	Adv. Prof
Total	67.2%	31.1%	1.6%
Gen Ed	53.8%	46.2%	0.0%
SPED	90.9%	4.5%	4.5%
*LEP	100%	0.0%	0.0%
*White	100%	0.0%	0.0%
Black	68.4%	31.6%	0.0%
Asian	n/a	n/a	n/a
Hispanic	64.1%	33.3%	2.6%
Econ. Disadv.	68.3%	30.0%	1.7%

* < 10 in subgroup

NJASK-7 LAL

Yr	PP	Prof.	Adv. Prof
09-10	76.0%	24.0%	0.0%
08-09	79.0%	20.2%	0.8%
07-08	69.9%	30.1%	0.0%

Metric

2010-2011 Data

NJASK-7 Math

Yr	PP	Prof.	Adv. Prof
09-10	85.3%	13.7%	1.0%
08-09	76.5%	23.5%	0.0%
07-08	64.6%	33.9%	1.6%

2010 NJASK-7 LAL

	PP	Prof.	Adv. Prof
Total	76.0%	24.0%	0.0%
Gen Ed	66.7%	33.3%	0.0%
SPED	100%	0.0%	0.0%
LEP	100%	0.0%	0.0%
*White	33.3%	66.7%	0.0%
Black	66.7%	33.3%	0.0%
*Asian	100%	0.0%	0.0%
Hispanic	79.5%	20.5%	0.0%
Econ. Disadv.	76.3%	23.7%	0.0%

*** < 10 in subgroup**

2010 NJASK-7 Math

	PP	Prof.	Adv. Prof
Total	85.3%	13.7%	1.0%
Gen Ed	79.7%	18.9%	1.4%
SPED	100%	0.0%	0.0%
*LEP	100%	0.0%	0.0%
*White	66.7%	33.3%	0.0%
Black	83.3%	16.7%	0.0%
Asian	0.0%	100%	0.0
Hispanic	87.5%	11.3%	1.3%
Econ. Disadv.	85.9%	14.1%	0.0%

*** < 10 in subgroup**

NJASK-8 LAL

Yr	PP	Prof.	Adv. Prof
09-10	66.9%	33.1%	0.0%
08-09	56.7%	43.3%	0.0%
07-08	67.6%	32.4%	0.0%

NJASK-8 Math

2010-2011 Data				
Metric	Yr	PP	Prof.	Adv. Prof
	09-10	75.0%	21.9%	3.1%
	08-09	63.4%	30.5%	6.1%
	07-08	75.4%	23.9%	0.7%
2010 NJASK-8 LAL				
	Total	66.9%	33.1%	0.0%
	Gen Ed	53.6%	46.4%	0.0%
	SPED	96.9%	3.1%	0.0%
	LEP	79.2%	20.8%	0.0%
	*White	100%	0.0%	0.0%
	Black	64.7%	35.3%	0.0%
	*Asian	100%	0.0%	0.0%
	Hispanic	67.0%	33.0%	0.0%
	Econ. Disadv.	68.6%	31.4%	0.0%
* < 10 in subgroup				
2010 NJASK-8 Math				
	Total	75.0%	21.9%	3.1%
	Gen Ed	61.4%	33.7%	4.8%
	SPED	100%	0.0%	0.0%
	LEP	95.8%	4.2%	0.0%
	*White	100%	0.0%	0.0%
	Black	78.1%	15.6%	6.3%
	Asian	0.0%	100%	0.0%
	Hispanic	74.5%	23.4%	2.1%
	Econ. Disadv.	75.7%	20.9%	3.5%
* < 10 in subgroup				
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup				
		2010 NJASK-6 LAL	2010 NJASK-6 Math	
		# Enrolled	# of Valid Scores	# of Valid Scores
	Total	63	60	63
	Gen Ed	41	40	41
	SPED	22	20	22

Metric

2010-2011 Data

*LEP	3	3	3	3	3
*White	3	3	3	3	3
Black	21	19	21	21	19
Asian	n/a	n/a	n/a	n/a	n/a
Hispanic	39	38	39	39	39
Econ. Disadv.	61	58	61	61	60

* < 10 students in subgroup

	2010 NJASK-7 LAL		2010 NJASK-8 Math	
	# Enrolled	# of Valid Scores	# Enrolled	# of Valid Scores
Total	102	100	107	107
Gen Ed	74	72	74	74
SPED	20	20	20	20
LEP	15	15	15	15
*White	3	3	3	3
Black	18	18	18	18
*Asian	1	1	1	1
Hispanic	80	78	80	80
Econ. Disadv.	99	97	99	99

* < 10 students in subgroup

	2010 NJASK-8 LAL		2010 NJASK-8 Math	
	# Enrolled	# of Valid Scores	# Enrolled	# of Valid Scores
Total	137	133	137	128
Gen Ed	87	84	87	83
SPED	33	32	33	28
LEP	24	24	24	24
*White	1	1	1	1
Black	35	34	35	32
*Asian	1	1	1	1
Hispanic	100	97	100	94
Econ. Disadv.	122	118	122	115

Metric	2010-2011 Data			
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	* < 10 students in subgroup			
	Grade 6	2010 NJASK-6 Avg. LAL Score	2010 NJASK-6 Avg. Math Score	2010 NJASK-6 Avg. Math Score
	Total	173.2	185.5	185.5
	Gen Ed	180.5	196.9	196.9
	SPED	158.7	165.2	165.2
	*LEP	163.3	159.0	159.0
	*White	154.3	174.7	174.7
	Black	163.3	176.0	176.0
	Asian	n/a	n/a	n/a
	Hispanic	179.7	190.0	190.0
	Econ. Disadv.	174.1	185.2	185.2
	* < 10 in subgroup			
	Grade 7	2010 NJASK-7 Avg. LAL Score	2010 NJASK-7 Avg. Math Score	2010 NJASK-7 Avg. Math Score
Total	180.6	167.8	167.8	
Gen Ed	191.3	175.4	175.4	
SPED	145.4	143.6	143.6	
*LEP	164.5	152.3	152.3	
*White	204.7	187.3	187.3	
Black	191.7	174.3	174.3	
*Asian	180.0	209.0	209.0	
Pacific Isl.	n/a	n/a	n/a	
Hispanic	177.1	165.1	165.1	
Econ. Disadv.	180.4	167.1	167.1	
* < 10 in subgroup				
Grade 8	2010 NJASK-8 Avg. LAL Score	2010 NJASK-8 Avg. Math Score	2010 NJASK-8 Avg. Math Score	
Total	191.0	177.3	177.3	
Gen Ed	200.5	191.2	191.2	
SPED	174.2	147.3	147.3	

Metric	2010-2011 Data			
	LEP	179.3	164.7	
	*White	187.0	177.0	
	Black	191.3	175.5	
	*Asian	193.0	229.0	
	Hispanic	191.1	177.4	
	Econ. Disadv.	190.2	177.1	
	* < 10 in subgroup			
Percentage of limited English proficient students who attain English language proficiency	3.8% attained English language proficiency			
Graduation rate	n/a			
Dropout rate	n/a			
Student attendance rate	Attendance Rates		2009-10	2008-09
	Percentage of students present on average each day.			
	School	State	School	State
	Grade 6	89.0%	95.6%	91.2%
	Grade 7	88.5%	95.2%	88.8%
	Grade 8	88.3%	94.9%	89.3%
	SE students in specialized classess	88.0%	92.0%	86.4%
	Total school	88.4%	94.6%	89.5%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	n/a			
College enrollment rates	n/a			
Student Connection and School Climate				
Discipline incidents	Student Suspensions		District Avg.	State Average
	School			
	2009-10	37%	19%	4%
	2008-09	25%	18%	4%
	2007-08	12%	18%	5%

Metric		2010-2011 Data	
		Student Expulsions	
		The number of students expelled during the school year.	
		2009-10	90
		2008-09	35
		2007-08	66
Truants		2009-10	48%
Talent			
Distribution of teachers by performance level on LEA's teacher evaluation system		<p>Although building administrators evaluate teachers, the district does not currently maintain a system which compiles data on the distribution of teachers by performance level. In February 2011 the New Jersey Department of Education reported that 100% of the Camden City Public School District's teaching staff is high qualified and certified.</p>	
Teacher attendance rate		Faculty Attendance Rate	
		Percentage of faculty present on average each day	
		School	State Average
		2009-10	95.7%
		2008-09	95.3%
		2007-08	96.0%

Form S-6

Date: _____

STATEMENT OF NEED

LEA : _____ Name of School: _____

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	Learnia testing scores NJASK scores SRI DRA2 scores NJ ACCESS AYP data RTIF data Independent reading level assessment data Pre and Post test assessments	<ul style="list-style-type: none"> • Teachers need support in advancing the quality of Tier I instruction. • Teachers need additional support in understanding the process of reading acquisition and being able to teach reading. • Principal needs support in functioning as an instructional leader. • Teachers/coaches need training on using student assessment to design instruction. • Teachers/coaches need training on teaching with higher level thinking skills. • Additional support is needed to address the needs of kindergarten and 1st grade students.
Academic Achievement - Writing	Learnia testing scores NJASK scores DRA2 scores Writing benchmark scores	<ul style="list-style-type: none"> • Teachers need support in advancing the quality of Tier I instruction in writing. • Teachers and coaches need training on how to teach writing in a writing workshop format. • Teachers and coaches need training in how to use mentor texts to improve student writing. • Teachers and coaches need training in how to construct a

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>quality open-ended response to literature.</p> <ul style="list-style-type: none"> Kindergarten teachers need instruction on how to recognize and how to teach their children in the early stages of writing. Principal needs support in how to recognize quality writing instruction.
Academic Achievement - Mathematics	Learnia testing scores NJASK scores Quarterly math assessments SMI	<ul style="list-style-type: none"> Teachers need support in advancing the quality of Tier I instruction in math. Teachers and coaches need support on how to use the 90 minute math block effectively. Teachers and coaches need support in how to improve the quality of Tier II and Tier III instruction. Teachers and coaches need instruction in how to use assessment to drive instruction. Principals need support in how to recognize quality mathematics instruction.
Parent Involvement	Parent meeting sign-in sheets Suggestion Box 100 Book Challenge log sheets	<ul style="list-style-type: none"> Parents need assistance with helping children with homework and study skills. A significant effort is needed to increase parent involvement and making parents feel part of the learning community of the school. Many students are still not reading 30 minutes a day at home. Support is needed for the principal, parents, teachers, and students to reach over 90% of students reading an hour a day.
Professional Development	Evaluations/Surveys RTIF data NJASK scores Walkthroughs Staff Meetings	<ul style="list-style-type: none"> Principal needs additional training in instructional leadership. Teachers need additional training in higher level thinking skills. Teachers and coaches need additional training in analyzing formative and summative data and using data to affect instruction. A complete rethinking of the direction of the school is needed to

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	Agendas/Minutes Sign-in sheets	<p>improve student achievement.</p> <ul style="list-style-type: none"> Teachers and coaches need additional training in reading acquisition, how to diagnose reading acquisition blockers, and how to improve their instruction. Teachers and coaches need additional training in how to teach the national reading standards effectively at every grade level.
Extended Learning Opportunities	SES After School Programs Title III NCLB After-School Bilingual Program Title III NCLB	<ul style="list-style-type: none"> Students could benefit from extended hours at school and beyond the current school schedule. Students could benefit from enrichment activities beyond the existing special area structure. Bilingual teachers need additional support in supporting instruction in Spanish and in the transition from Spanish to English.
Homeless	<p>NJSMART NJASK scores Learnia testing scores Independent reading level assessments Quarterly math assessments Attendance Rates</p> <p>Reviewed homeless enrollment data with the Project Manager of Human Services to identify the homeless students attending Veterans MS School.</p> <p>Examined the test results reports for the 2010 NJASK assessments.</p> <p>Used NJSMART to locate</p>	<p>A review of the enrollment data helped identify 4 students attending Veterans MS who are currently homeless. This represents 1.8% of the total school enrollment for 2010-11. The homeless population by grade level is:</p> <ul style="list-style-type: none"> Gr.6- 1 student or 3.7% of Gr. 6 enrollment Gr.7- 3 students or 1.6% of Gr. 7 enrollment Gr. 8- None. <p>An assessment history was available for only 1 student. The remaining 3 students (75%) had no state assessment data In sixth grade no assessment data was available. Of the 3 homeless seventh graders, one had scores available. This seventh grader had tested partially proficient in both LAL and Math. The analysis identified no eighth graders who were currently homeless. Lack of assessment data on students and high mobility rates inhibits the ability to ensure continuity of instruction.</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	<p>data for students who may have been tested at other schools or in other districts in the state of NJ.</p>	
Students with Disabilities	<p>Learnia testing scores NJASK scores DRA2 scores NJ ACCESS AYP data RTIF data Independent reading level assessment data Pre and Post test assessments Individual Educational Plan</p>	<ul style="list-style-type: none"> • Teachers and coaches need additional training in Tier III instruction. • Teachers and coaches need additional training in differentiated instruction. • Teachers and coaches need additional training meeting the instructional needs of children with IEPs. • Principals need support in how teachers should meet the needs of the special education population.
English Language Learners	<p>Learnia testing scores NJASK scores DRA2 scores NJ ACCESS AYP data RTIF data Independent reading level assessment data Pre and Post test assessments ACCESS</p>	<ul style="list-style-type: none"> • Teachers and coaches need additional training in instruction that meets the special needs of the English Language Learners. • Teachers and coaches need additional training in differentiated instruction for English Language Learners. • Principals need support in how teachers should meet the needs of English Language Learners.
Economically Disadvantaged	<p>Learnia testing scores NJASK scores</p>	<ul style="list-style-type: none"> • Teachers need support in advancing the quality of Tier I instruction.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	DRA2 scores NJ ACCESS AYP data RTIF data Independent reading level assessment data Pre and Post test assessment	<ul style="list-style-type: none"> • Teachers need additional support in understanding the process of reading acquisition and being able to teach reading. • Principal needs support in functioning as an instructional leader. • Teachers/coaches need training on using student assessment to design instruction. • Teachers/coaches need training on teaching with higher level thinking skills. • Additional support is needed to address the needs of kindergarten and 1st grade students. • Teachers need additional training in strategies to teach number sense and operations, geometry and measurement.
School Culture	Attendance Rates Suspension Rates Grade Level Meetings	<ul style="list-style-type: none"> • Collaboration among staff members regarding student needs/concerns is a priority. • Suspension rates need to be lowered.
Leadership	School Report Card School Surveys RTIF data	<ul style="list-style-type: none"> • The teachers feel that more collaboration is needed to accomplish school goals. • The principal has been inspired this year to become a real instructional leader. • The principal needs support in the systems and structures that will enable the principal to meet this transformation.
Highly Qualified Staff	School Report Card Certifications Observations Walkthroughs	<ul style="list-style-type: none"> • Many teachers are certified and highly qualified. • There is a discrepancy between the rate of highly qualified teachers and student achievement outcomes. • Teachers need support in advancing the quality of Tier I instruction. • Teachers need additional support in understanding the process of reading acquisition and being able to teach reading. • Principal needs support in functioning as an instructional leader.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<ul style="list-style-type: none"> • Teachers/coaches need training on using student assessment to design instruction. • Teachers/coaches need training on teaching with higher level thinking skills. • Additional support is needed to address the needs of kindergarten and 1st grade students. • Additional support is needed to address the special needs of classified students and English Language Learners.
Other:		

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	<ul style="list-style-type: none"> • All stakeholders participated in a needs assessment. • Test data was analyzed. • Reading target levels were reviewed. • Reading growth was analyzed. • Sign-in sheets were reviewed. • Suspension and attendance rates were reviewed.
2.	Describe methods used to collect and compile data for student subgroups.	<ul style="list-style-type: none"> • The data supervisor analyzed and compiled the NJASK, Learnia, Schoolpace, DRA, and writing benchmark data for the various subgroups.
3.	Explain how the data from the collection methods are valid and reliable.	<ul style="list-style-type: none"> • NJASK data is provided by the state. • Learnia data is compiled through the Learnia database. • Survey Monkey was used to complete the needs assessment.
4.	What did the data analysis reveal regarding classroom instruction?	<ul style="list-style-type: none"> • Teachers need support in advancing the quality of Tier I instruction. • Teachers need additional support in understanding the process of reading acquisition and being able to teach reading. • Principal needs support in functioning as an instructional leader. • Teachers/coaches need training on using student assessment to design instruction. • Teachers/coaches need training on teaching with higher level thinking skills. • Additional support is needed to address the needs of kindergarten and 1st grade students.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	<ul style="list-style-type: none"> • Teachers and staff feel they need more targeted professional

		<p>development to meet their individual areas of weakness.</p> <ul style="list-style-type: none"> • Teachers feel they need more job-embedded professional development. • Teachers feel that they should have a “menu of options” available to choose from to meet their special instructional needs.
6.	How are educationally at-risk students identified in a timely manner?	<ul style="list-style-type: none"> • The school is beginning to look at the reading achievement of kindergarten and first grade students to identify children at-risk for being below grade level in language arts. • The school uses DRA and Learnia data to identify at-risk students during the first 6 weeks of school. • The school has an attendance committee that closely examines student attendance rates on an on-going basis.
7.	How are educationally at-risk students provided with effective assistance?	<ul style="list-style-type: none"> • At-risk students are identified early. • The school’s Pupil Assistance Committee meets regularly to provide teachers with strategies to use with students in need. • If necessary, students are referred to the Child Study Team.
8.	How does the needs assessment address migrant student(s) needs?	<ul style="list-style-type: none"> • Survey Monkey questions addressed how parents and perceived: teacher-student relationships, student academics, administration, parent-community-school relationships, instructional management, and student activities.
9.	How does the needs assessment address homeless student(s) needs?	<ul style="list-style-type: none"> • Survey Monkey questions addressed how parents and perceived: teacher-student relationships, student academics, administration, parent-community-school relationships, instructional management, and student activities.
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	<ul style="list-style-type: none"> • Teachers participate in grade-level meetings that are facilitated by coaches and administrators where formative and summative assessment is discussed.
11.	Describe the transition plan for preschool to kindergarten, if applicable.	<ul style="list-style-type: none"> • Pre-school children visit the kindergarten classrooms. • Pre-school parents participate in informational sessions.

		<ul style="list-style-type: none"> • Pre-school and kindergarten classrooms are in separate area of the school. • Informational meetings are held between kindergarten and pre-school teachers.
12.	Describe the process used to select the priority problems and root causes for this plan?	<ul style="list-style-type: none"> • Data from the school was examined and assessed. • Stakeholder meetings were held. • Results from Survey Monkey were reviewed.
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	<ul style="list-style-type: none"> • Teachers do not implement the district initiatives with fidelity. • Teachers do not fully understand how to use assessment data to drive their instruction. • There is a need to have more job-embedded professional development that addresses the individual needs of teachers. • Tier I instruction must improve in order to reduce the number of students requiring Tier II and Tier III instruction.
14.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	<ul style="list-style-type: none"> • The historical data from the school and the needs assessment results were used to determine which model was chosen.
15.	What is the process for removal of staff members deemed to be ineffective?	<ul style="list-style-type: none"> • Currently the procedures and guidelines that are set up by Human Resources are followed. • A committee is being formed involving all stakeholders that will review the current policy and make recommendations.
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.	<ul style="list-style-type: none"> • Currently nothing is in place. • A committee will be formed to address the issue of incentives to attract Nationally Board Certified Teachers and Principals.

Form S-7

Use only one model template for each school.

Page ____ of ____

Date: March 31, 2011

TURNAROUND PROJECT DESCRIPTION

LEA: Camden City Public Schools

Name of School: Veterans Business Academy

Turnaround SIG Required Activity – 1: Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase school graduation rates.

Implementation Guidance

Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG m

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p>VBA needs a CEO and CCPS will hire a principal who will operate VBA in the way a CEO operates a business—with precision focus on task priorities and financial, capital, and human resource efficiencies. CCPS has identified behaviors and qualities that SIG2 principals must possess: organization, delegation, data analysis, instructional leadership, building management, resource management, district relationships, risk taking, problem-solving, willingness to learn and try new things, and thinking outside the box. As described by Senge, “In a learning organization, leaders are designers, stewards, and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models. That is, they are responsible for learning.” (<i>The Fifth Discipline</i>, 1990).</p> <p>CCPS will format a SIG2 criterion checklist that will be used during the hiring process. Ultimately, the VBA principal will be required and bound to implement all facets of the SIG2 grant—with ultimate success determined by the number of students achieving statistically relevant rates of growth in thinking, reading, and writing based on Common Core Standards—enabling them to perform on grade level on any and all assessments.</p>	<p>July 2011</p>

CCPS will interview, select, and hire a turnaround principal—the CEO—who has demonstrated the above capabilities—one with a demonstrated track record of leadership competencies and a demonstrated commitment to her continuing growth as a leader.

It is crucial that the CCPS leadership be fully aware of where SIG2 is going, and brings on the right school-based leadership teams to guide this progress. CCPS has a recent history of investing in employees who show leadership potential and nurturing them into principals with high-quality leadership skills. CCPS will continue to do this, with increasing effectiveness. The Learning Labs allow all principals, leadership teams, and teacher leaders to join in the thinking of SIG1 and SIG2—to develop into the leaders of tomorrow while they are practicing today. CCPS will select only those leaders as principals who have shown their capacity to lead organizations and to maintain a vision while doing so. As Senge says, "The most effective people are those who can 'hold' their vision while remaining committed to seeing current reality clearly." (*The Fifth Discipline: The Art & Practice of the Learning Organization*). CCPS is committed to developing this type of leadership in all its instructional leaders, and the person chosen as the VBA principal will represent all of these qualities.

2. The LEA selects and hires a principal with the necessary competencies to be a turnaround leader.

CCPS does expect that the VBA principal implement SIG2 with 100% fidelity. However, within the SIG2 framework, there is flexibility and CCPS will allow and support the VBA principal in using judgment and discretion in trying new ideas and strategies to make SIG2 implementation more effective and efficient.

One of the first tasks the VBA principal will undertake is an Initiatives Inventory. The principal will examine every initiative and source of materials for each and every classroom in the building—looking at materials, pedagogy, and methodology. This inventory will be compared to VBA's Top 5—the Top 5 most important initiatives in the school. (The Top 5 is a strategy from the landmark business book—*Mastering the Rockefeller Habits: What You Must Do to Increase the Value of Your Fast-Growth Firm* by Verne Harnish—a book that will be used by the VBA principal to guide leadership). If materials, programs or pedagogy do not support the Top 5 with data and evidence of efficacy, they will be stopped. VBA will focus its work on its Top 5, allowing leadership, teachers, and students the time and space for quality instruction and transferred learning. As Mike Schmoker says in his recent book on school turnaround, "Priority is a function of simplicity, and it dictates that we only focus on a few things at a time—namely on those elements that are most likely to help us achieve our goals." (2011. M. Schmoker. *Focus: Elevating the Essentials to Radically Improve*

3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.

Student Learning. Alexandria, VA: ASCD, p. 14) Schmoker's three essential elements are coherent curriculum, sound lessons, and authentic literacy (reading, writing, discussion).

VBA will have near-autonomy in its rostering and scheduling procedures, and the principal has been given wide latitude in constructing the school's budget and allocating funds where they can be most effective in implementing the turnaround change envisioned by the School Improvement Grant. The district will facilitate moving staff out of and between schools when appropriate to achieve the goals of the project, supporting the principal's ability to be strategic with staffing. The school day has been extended. The principal and school leadership will have the ability to customize the roster, to manipulate the 30-minute increments as needed, to ensure that every student makes accelerated progress. VBA is determined that every student will leave VBA reading on grade level. VBA knows that many of Camden's incoming ninth-graders are reading at approximately a fourth-grade reading level, making their chances of graduating slimmer as the years go by. More VBA students will arrive in ninth grade on grade level every year, exponentially increasing their chances of graduating on time and college- and career-ready.

Ongoing

CCPS is in the process of cultivating a pipeline of future school turnaround leaders. CCPS has a pipeline of future administrators with whom it is working with and nurturing. Many of these leaders are in administrative programs, are serving as vice-principals, or are principals at non-SIG schools. CCPS is careful to develop the skills of these future school leaders. SIG1 Learning Labs are used to model and develop leadership skills for all CCPS principals and administrators. CCPS is currently using all 20 schools as leadership labs for potential turnaround leaders. CCPS is currently using all 20 schools as leadership labs for potential turnaround leaders. Part of the SIG1 model was to use the SIG1 schools as Learning Labs for all CCPS schools. CCPS is using the Learning Labs for as part of the turnaround pipeline for principal and leadership development. Currently, CCPS has 8-10 principals in the turnaround pipeline.

To support effective principals and a turnaround culture across the city, CCPS will provide the operational flexibility and support necessary to ensure a successful turnaround of VBA. The lead district organizational manager will be the Supervisor of Performance Management (SPM). The SPM will be housed at the district, will report to the Assistant Superintendent for Elementary Schools, and will supervise the implementation and administration of all SIG2 grants. The SPM will be directly responsible for the success of this implementation and will be charged with ensuring that the CCPS vision for SIG2 is carried out. Initially, the SPM will analyze the successes of SIG1 and will ensure that SIG2 continues all successes. The SPM will work directly with the NTOs, the CCPS Directors, Supervisors, and the Education Program Specialists to envision, reimagine, and implement

4. The LEA establishes a pipeline of potential turnaround leaders.

	<p>a new future for VBA students and to ensure that intensive technical assistance is the norm. This turnaround team will be responsible for monitoring and supporting all logistical aspects of SIG2 implementation—operational support, budgeting and fiscal logistics, and implementation fidelity.</p> <p>The District has assigned a supervisor from Central Office to each SIG1 and SIG2 school who will supervise the RtI Specialist, and it has supported the establishment of a new Education Program Specialist position to help the district and principal and support turnaround. To help facilitate implementation of the robust program of professional development planned for the staff, five days of professional development have been added to the schedule before school opens for the fall—some of which will serve as Leadership professional development, and some as professional development for teachers. In addition, the District will increase in the number of One-Session Days in which students leave early to accommodate internal professional development sessions</p>
<p>5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.</p>	<p>Through SIG1, CCPS has certainly articulated the expectation that principals who are turnaround candidates must be willing to become head learners, risk-taking instructional leaders, and leaders of school teams focused on accelerated progress. Principals who expect to spend 70% of their time in classrooms on instructional leadership (as recommended by Mike Miles to SIG1) must build teams for shared leadership, delegated responsibility, and joint decision-making authority. SIG2 principals are expected to do just this.</p> <p>Ongoing</p>

<p>Turnaround SIG Required Activity – 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.</p> <p>Implementation Guidance</p> <p>The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.</p>		
<p>Evidence of Implementation Indicators</p>	<p>Implementation Description</p>	<p>Timeline</p>
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.</p>	<p>CCPS will continue to build upon the evaluation work begun in SIG1, which established student rate of growth in CCS thinking as the baseline upon which staff are evaluated and assessed. The CCPS is developing protocols that describe this expectation with transparency. In addition to rate of growth, the LEA will establish the use of the Teacher Expertise Continuum as the measure by which teachers are placed on a continuum of learning that supports them in moving toward successful effective instructional practices described as clear, articulated, demonstrable instructional behaviors. Upon evaluating existing staff, the LEA will screen staff who have been effective in accelerating student growth and rehire those who have demonstrated success on this metric. CCPS will use this metric to hire new staff as well.</p>	<p>August 2</p>
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<p>The LEA measures teacher and administrative effectiveness in relationship to student performance. Student data is collected and stored in the Data Alive! data management suite, allowing correlational and causal analysis to occur. This allows the LEA and school leadership to relate administrator skill and teacher skill to student achievement. The LEA is moving from an <i>assumption</i> paradigm to an <i>evidence</i> paradigm—teachers are only as effective as their student performance indicates. CCPS uses the analysis of information to integrate and allocate resources effectively, in the same way that principals use it to integrate and allocate school resources effectively. Because all of the data at VBA is real-time, decisions around support for teachers and administrators can be made immediately—whether it is PD, positional movement, or job-embedded support.</p>	<p>Ongoing</p>
<p>3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.</p>	<p>CCPS is designing this SIG2 model based on the support of elbow-to-elbow professional coaching in all areas—classroom leadership and organization; CCS instruction around reading, mathematics, writing, content; schoolwide organization; resource management. In total, VBA will receive close to 100 days of professional development during the school year and 15 in the summer, the majority of which will happen in classrooms with teachers and administrators learning to recognize, implement, and assess best practices daily as they are teaching and learning with their students. Participation in professional development is</p>	<p>Ongoing</p>

	<p>monitored and tracked and documented. Participation and successful implementation of modeled practices are checked during Status Checks and Learning Walks and taken into consideration in both individual and school evaluation.</p>	Monthly Ongoing
<p>4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<p>The SEA and LEA will meet monthly to monitor progress along the continuum of SIG2 implementation. In addition, VBA teams will meet weekly to monitor the progress of both student performance and best practices implementation. This will support regular, quick-time responses that measure the usefulness, practicality, and actionable results stemming from the evaluation process.</p>	Monthly Ongoing
<p>5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.</p>	<p>Staff evaluation centers on accelerating of student growth, as measured through daily formative assessment on the CCS, as well as on periodic tests such as DRA2, Learnia, Access, and NJASK. In addition, VBA staff will be evaluated using the CCPS metrics for classroom observations, along with staff progress along the Teacher Expertise Continuum.</p> <p>Rate of growth has been selected as the key data benchmark because it captures current progress and can be compared to historical progress. This is critical because it allows the principal and district to view which teachers are able to effectively accelerate individual student progress—enabling them to target interventions, support, and incentives quickly and appropriately.</p> <p>As part of the SIG1, the CCPS district, along with principals and teachers at the SIG1 schools (Wiggins College Preparatory Lab School and Cramer College Preparatory Lab School), have been involved in ongoing thinking about the evaluation system. All stakeholders agree that rate of student growth is the key metric for measuring instructional effectiveness. The reasons are many—students who arrive in CCPS classrooms are often inexperienced with the sophistication level of language and literacy required to meet the Common Core Standards. And teachers have been inexperienced with the ways to facilitate learning to the degrees required by the CCS. Thus, historical rates of growth have been low. For example, a fourth-grade student who reads on the second-grade reading level enters fourth grade having made only half a year’s progress for each year of school, K-3. Administrator, teacher, and school teams must necessarily focus on rapidly accelerating this rate of growth. This fourth-grader must double or triple her rate of growth each year going forward in order to catch up by middle school. The task of the SIG2 schools is to stop this low rate of growth from happening—every VBA student should, can, and will make at least one year’s worth of growth during one year of school. And any students who are below will be expected to double or triple that rate. This is the charge for the VBA community—leaders, teachers, staff, students, and families.</p>	Ongoing

Daily,
Monthly
Ongoing

The LEA will monitor the process on a regular basis—not only daily in the Data Alive! dashboards, but also in monthly SIG2 reviews and in Quarterly Reviews with the school. This will allow the LEA to stay close to the data, to ensure that progress is happening quickly, and when obstacles occur, to make certain that they are handled immediately.

VBA will utilize an evaluation system that allows for transparency, accountability, and rigor. The principal will undergo quarterly evaluations that focus primarily on school rates of reading and math growth—as compared to national norms as well as in comparison with historical rates of growth for this school. Within this data, the principal will be accountable for rate of reading growth for various subgroups—meaning that the principal is responsible for the progress of Tier 1, Tier 2, and Tier 3 students regardless of special education classification or ELL status. In addition, CCPS will hold Quarterly Review meetings to review data in a more open forum—with CCPS leaders, principal, and school leadership. This additional review will make public all the work the school is doing and the progress the school is making.

Teachers will participate in a process of ongoing assessment of their practice that includes self-evaluation, peer collaborative evaluation, and administrator evaluation components. Traditional evaluation of teaching practices, classroom management, and professional qualifications will be augmented by a focus on accountability for the rate of reading growth and will make use of the Teacher Expertise Continuum as a primary tool.

6. The LEA monitors the evaluation process and reviews results.

<p>Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.</p> <p>Implementation Guidance</p> <p>Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.</p>		
Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</p>	<p>The SEA and LEA will track student rate of growth, and will use it as the determining factor for teacher effectiveness. The reason for this is that it represents the following: 1) Ability of teachers to organize for best instructional practices 2) ability of teachers to model Common Core Standards with such effectiveness that learning happens 3) ability of teachers to organize for differentiated instruction 4) ability of teachers to implement effective Tier 2 and Tier 3 instruction—small group and one-on-one interventions. Additional factors will include rate of growth in math, volume of independent reading practice achieved, performance on SRLs, and accountable writing.</p>	<p>August 2011</p>
<p>2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.</p>	<p>The VBA Leadership team will partner with the LEA and SEA to determine the criteria and dissemination of the performance-based mini-grants. This will be completed by the opening of the school year so all staff know the targets and can work to meet them.</p> <p>School turnaround requires that those who increase student achievement be identified and rewarded. The VBA principal will work closely with the state NTO, and the additional support this offers will be invaluable. Also, the VBA principal will be considered for Turnaround Certification if certain rigorous criteria (see below) are met—positioning them for significant job advancement. In addition, the principal and key Leadership Team members (RTIS, Literacy Coach, Math Coach...) will receive the use of an iPad once the school has reached 90% on-target for reading volume.</p> <p>The principal will work with the Leadership Team to offer incentives to teachers, other staff members, and parents for reaching milestones such as meeting Steps targets, reading level growth, math benchmark scores, and improved NJASK scores. Incentives at VBA will include, as appropriate: parking spaces, leaving early on Fridays, certificates, and</p>	<p>September 2011</p>

	<p>recognition at staff and community meetings, and during assemblies and morning announcements. VBA will have a mini-grant of \$15,000 in award funds that can be distributed to teachers based on allocations determined by the school Leadership Team. These awards will go to teachers whose students have demonstrated the highest rates of accelerated reading growth each year. Teachers who have been identified as Model Classroom Teachers will have access to the award funds, and all other teachers will be eligible. Teachers, the Literacy Coach, and RTI Specialist (RTIS) who meet rigorous requirements, including making direct contributions to increased levels of student achievement, will receive certifications that will enhance their professional status and will position them for taking on greater responsibilities in the efforts to implement the turnaround model. Teachers and school leaders will participate in the Professional Learning Group and will be part of collecting and using 100 Points of Light in their classrooms—bringing a sense of learning and accomplishment and professionalization to their craft.</p>	
<p>3. The SEA and LEA develop policies that facilitate performance-based dismissals.</p>	<p>The LEA, in conjunction with the Camden Education Association, will work to develop policies that facilitate performance-based dismissal. This work will be a continuation of current work being done collaboratively within CCPS and the CEA.</p> <p>We will not shy away from moving those who cannot meet our expectations to new positions where they can succeed or if no such positions are available to remove them from the school or from the district in compliance with due process requirements.</p>	<p>Begin talks Summer of 2011</p>
<p>4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.</p>	<p>Human Resources and the business administration will continue to use current timelines already established for hiring quality teachers. CCPS is determined to select high-quality teachers with proven track records of successful and effective instruction.</p>	<p>July 2011</p>
<p>5. LEA and school provide targeted assistance to underperforming teachers.</p>	<p>We will establish at VBA a professional learning community in which all stakeholders share a common commitment to student success and establish an ethos in which each member of the school community is personally invested in the success of ALL students. Just as we as educators wish to move our students to a place where intrinsic rewards come to replace extrinsic ones as motivators, we will seek to do the same with the adults in our school community.</p> <p>Because so much of the data is real time, the school and LEA will be able to see from</p>	

week to week which teachers are not impacting student growth. These teachers will be offered targeted assistance, including increased professional development opportunities, mentors, guides, and models. In addition, all teachers will be participating in the Collegial Conferencing, Professional Learning Groups and other heterogeneously designed professional learning opportunities at VBA. This support from peers and colleagues will be very helpful for underperforming teachers.

We are aware that even the high levels of professional development, coaching, and other forms of support we will offer principals, teachers, and other staff members will not be enough to improve everyone's professional performance to the level required. In those cases, we will offer extra support in the form of one-on-one mentoring, extra coaching, increased opportunities for participation in off-site professional development activities, and referrals. Individualized improvement plans will be devised with clear benchmarks for measuring success; these plans will be carefully monitored with progress or lack of progress in meeting the benchmarks carefully documented.

<p>Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>Implementation Guidance Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students’ learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).</p>		
<p>Evidence of Implementation Indicators</p>	<p>Implementation Description</p>	<p>Timeline</p>
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p>VBA is scheduled to receive a vast amount of professional development—in fact, the PD is the cornerstone of the turnaround model. 80% of the professional development offered will occur in the classrooms, elbow-to-elbow with teachers and administrators working together to impact best practices in real time. Not only will teachers spend PD time in their own classrooms working with coaches and colleagues, they will spend time in each others’ classrooms as they become coaches for their colleagues. PD is built into the schedule of the day, with a whole period devoted to Collegial Conferencing, Professional Learning, and Collegial Coaching. The 20% of time spent on PD outside of the classroom will be spent on weekly RTI meetings and additional training. However, since PD time is built into the schedule, even this time will not interfere with classroom scheduling or time. All RTIF PD will be targeted to the stages of learning teachers demonstrate along the Teacher Expertise Continuum. This allows for targeting of PD to individual teacher needs.</p>	<p>Summer 2011, Day One and Ongoing throughout the school year 2011-2012</p>
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>All PD provided will be based on the Common Core Standards and research-based best practices of both instruction and professional development. The PD framework is designed so that teachers can immediately implement what they learn. The PD will roll out as follows: Grade Level meetings or modeling, fishbowl demonstrations, one-on-one coaching, followed by collaborative Status Checks to check implementation levels. This cycle repeats itself many times over the year, allowing teachers to see, try, and be held accountable to implementation. The following chart outlines the types of professional development sessions planned for VBA.</p>	<p>Summer 2011 Day One and Ongoing during school year 2011-2012</p>

	Description	# of sessions
	ADL Anti-Bias/Anti Bullying workshops	3
	ADL Anti-Bias/Anti Bullying: On-Site	6
	<i>The Leader In Me</i>	10
	Theatre for Transformation	3
	Math Alive (14 week sessions)	embedded
	Mathematics	5
	Math Forum	8
	Writing Fundamentals	10
	Response to Intervention Framework (RTIF) Module	30
	Data Alive PD	5
	Leadership	5
	Model Classrooms	5
	Project-Based Learning (SSRL)	10
	Summer School (Summer Learning Labs)	5
	Rise Up to Kindergarten	5
	Summer Training	5

<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<p>The LEA and the school will use daily data reported and monitored in Data Alive! to keep track of implementation successes, changes in success levels of implementation, and impacts of teacher practice on student outcomes. This data is reported daily through dashboards and emails so that progress on the four data points is immediate.</p>	<p>August 2011-July 2012 and Ongoing during school year 2011-2012</p>
<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>VBA staff will participate in professional development provided by the Federal Reserve bank, in addition to PD provided by other partners—those experts in literacy, mathematics, cultural change, character development, history. As identified in the needs assessment, effectiveness of instruction and systemic support of high quality Tier 1 instruction is the top need at VBA. Teachers, principals, and school leadership must delve into best practices in literacy instruction on several levels—in whole-group explicit instruction, in differentiated classroom settings, one-to-one with students, and in data management of instructional and interventional frameworks. Because 81% of students at VBA read below grade level, a focus on rigorous Tier 1 instruction is essential—there is no way to appropriately offer Tier 3 intervention to 178 students. The only way to turnaround this school is to ensure that the Tier 1 instruction is of the highest quality, leaving to the RTIS the work of organizing interventions to the much smaller percentage of students with serious reading challenges.</p> <p>In order to turnaround, VBA must become a living, breathing learning organization. As Peter Senge says about learning organizations, “It is not the absence of defensiveness that characterizes learning teams but the way defensiveness is faced.” (<i>The Fifth Discipline: The Art & Practice of the Learning Organization</i>). VBA will face all beliefs, stances, defensiveness, excuses, and obstacles head on. VBA’s goal is the creation of a culture of candor and accountability. This will require honesty, critical feedback, and a genuine acknowledgement of reality.</p> <p><u>Developing leadership effectiveness through job-embedded professional development</u></p>	<p>Ongoing</p>

VBA is founded on the conviction that the implementation, effectiveness, and sustainability of quality Tier 1 instruction begins and ends with the principal and her influence as an instructional leader. Effective instructional leadership depends on two factors: 1) personal understanding and public modeling and demonstration of instructional capacity; and 2) knowledge and ability to develop and maintain systemic frameworks in the school that support instructional effectiveness. Each of these factors relies on a principal's skill in leveraging human and material resources, organizational facility, and the drive and commitment to relentlessly hold all members of the school community accountable for both their hard work and, more importantly, their levels of achievement. The VBA principal will participate in Turn-Around Specialist Certification over the course of each of the three years. Upon receiving the Certification, it will be annually renewable.

To develop these necessary skills and in order for the principal to become certified, full participation in the following will be expected:

- 1. The principal will be guided and mentored by the state Network Turnaround Officer (NTO), along with support from CCPS district personnel and the SIG1 principals.** This will give the VBA principal a solid support system upon which to construct daily turnaround change.
- 2. The principal will establish delegation systems for identifying, training, and supporting her leadership team.** The principal will spend 70% of her time on instructional matters (as recommended by Mike Miles for SIG1), including classroom time, best practices analysis, and acceleration of student progress.
- 3. The RTIS will develop a Leadership Action Plan—her own individual leadership goals articulated with benchmarks for success.**
- 4. The principal will attend and participate in 80-100% of the RTIF professional development,** positioning her to provide consistent leadership and messaging around

the best practices the teachers are expected to implement.

CCS/RTIF 12-Step Process and the essential components of the research base that supports each step:

1. Developing principal leadership

(Dufour, R., & Eaker, R.E. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.*)

2. Developing teacher expertise

(Guthrie, J.T., & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The Voice of Evidence in Reading Research* (pp. 329-354). Baltimore, MD: Brookes Publishing Co.)

3. Determining independent reading levels

(Allington, R. L. (2009). *What Really Matters in Response to Intervention: Research-Based Designs.* Pearson.)

4. Establishing independent reading systems in each classroom (Tier 1)

(Cunningham, A., and K. Stanovich. 1998. "What Reading Does for the Mind." *American Educator* 22: 8-15.

Guthrie, J.T. & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The Voice of Evidence in Reading Research* (pp. 329-354). Baltimore, MD: Brookes Publishing Co.

5. Building systems for parent engagement and home reading

(Edwards, P. A. (1992). Involving parents in building reading for the African American learner. *Theory into Practice*, 31 (4), 350-359.)

6. Implementing systems for student, classroom, and schoolwide data management

(Schmoker, M. (2006). *Results now: how we can achieve unprecedented improvements in teaching and learning.* ASCD.)

- 7. Supporting explicit, systematic instruction (Tier 1)**
(Worthy, J., et al. (2001). *Pathways to independence: reading, writing and learning in grades 3-8*. Guilford Press.)
- 8. Learning and modeling conferences and formative assessment**
(Boushey, G., and Moser, J. (2009). *The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction*. Stenhouse.)
- 9. Implementing student-based differentiated instruction**
(Fountas, I., and Pinnell, G.S. (1996). *Guided Reading: Good First Teaching for All Children*. Heinemann.)
- 10. Supporting small-group intervention (Tier 2)**
(Allington, R.L. (2008). *What Really Matters in Response to Intervention: Research-Based Designs*. Pearson.)
- 11. Supporting intensive one-to-one intervention**
(Tier 3) (Clay, M. M. (1979). *The Early Detection of Reading Difficulties*. Portsmouth, NH: Heinemann.)
- 12. Re-thinking reading beyond the literacy block**
(Marzano, R.J. (2004). *Building Background Knowledge for Academic Achievement: Research On What Works in Schools*. Baltimore, MD: Association for Supervision and Curriculum Development.)
- Guthrie, J.T. & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The Voice of Evidence in Reading Research* (pp. 329-354). Baltimore, MD: Brookes Publishing Co.
- 4. The principal will conduct Status Checks and Learning Walks at every stage of the RTIF process.**
- Status Checks are 10- to 15-minute Learning Walks in multiple classrooms, during which classroom teachers conduct

the same portion of the literacy, math, or PBL block. By seeing the same 15 minutes of a lesson over and over in each classroom, the principal is able to recognize patterns, consistencies, and discrepancies in implementation. The principal will conduct at least 12 Status Check days over the course of the year—one per month.

- Learning Walks (Instructional Rounds) are designed to take a daily temperature of climate, instruction, classroom management, and rigor. The principal will conduct at least 12 Learning Walks over the course of the year—one per month.
- The NTO, district personnel, and implementation partners will be invited and welcomed to attend the Status Checks and Learning Walks. In addition, teachers who are on prep or have coverage will also join in during the days when possible. This is designed to contribute to the culture of candor and collaboration. It's also part of building a community that values and nurtures dialogue around support and critical feedback.

5. The principal will conduct 100 hours of Classroom Practice

The principal will work in classrooms teaching reading to individual students, demonstrating lessons, and working collaboratively with teachers. This data will be entered daily into Data Alive!, the online data management suite.

6. The principal will conduct at least 100 levels checks throughout the year, ensuring that VBA students are making progress toward full implementations of the higher levels of critical thinking required to meet requirements of the Common Core Standards.

As the principal makes classroom visits, she will be expected to routinely conduct levels checks on individual students. Results of these levels checks

will be entered into Data Alive!.

7. The principal will conduct a Case Study with one struggling reader and will:

- Vouch for 100 Steps on the reader’s Blueprint for the Future logsheet.
- Spend 30 days coaching the reader.
- Monitor the student’s progress on the student’s IRLA CCS pages.

8. The principal will conduct weekly Data Meetings and weekly Instructional Review meetings during which:

- A team will continuously evaluate and monitor effective instructional organization, routines, and curricula.
- Tier 1, 2, 3 support structures for accelerated progress will be reviewed and regulated.
- Tier 2 and Tier 3 interventions will be monitored and adjusted.

9. The principal will participate in a monthly Professional Learning Group during which she will:

- Read three professional books.
- Collect 100 Points of Light (ideas to apply immediately from the reading).

10. The principal will keep her own logsheet of thinking Steps and publicly post and broadcast her own results.

11. The principal will be the leadership learning leader for the district—opening the doors of VBA to the teachers and leadership teams of the other SIG1 and SIG2 schools, as well as to other Camden City Public Schools.

VBA will regularly host teams from other schools and cities who are coming to investigate best practices in high-performing urban districts. VBA will become a leader in the development and support of a Laboratory model—classrooms and schools with open door policies to peer educators.

12. In order to receive full Turnaround Specialist Certification, the school will also have to experience the following results:

- 90+% of students read an hour a day.
- Rate of reading growth is accelerated (greater than one grade level per school year) for Tier 2 and Tier 3 students.
- 70% of students in K read on grade level by June 2012.
- 75% of students in K-1 read on grade level by June 2013.
- 75% of students in K-2 read on grade level by June 2014.
- 75% of partially proficient students in Grades 3-8 demonstrate a 10% increase on the NJASK each year.
- 75% of proficient students in Grades 3-8 demonstrate a 5% increase on the NJASK each year.

Developing other leadership effectiveness

Other key leaders in the building will be supported as they become crucial parts of the leadership success team at VBA—especially the Response to Intervention Specialist (RTIS), the Literacy Coach, the Math Coach, and the Technology Coordinator, along with the Leadership Team.

Response to Intervention Specialist

The full-time Response to Intervention Specialist (RTIS) will be a key member of this team and will serve a vital role in the success of the turnaround. The RTIS will be the organizational backbone of this turnaround model in several ways. The RTIS will be the person responsible for making sure that each Tier 2 and Tier 3 student is making accelerated progress by ensuring that progress is monitored weekly; that interventions and acceleration opportunities are adjusted immediately upon assessment of success; and that no student in the building makes less than accelerated progress. The RTIS will be the instructional model, scaffold, and resource for each teacher. In addition, the RTIS will ensure that the quality of Tier 1 instruction is the highest possible, will organize the incentive and assessment structures that support the model, and will monitor the participation of each member of the learning community. The RTIS will be enrolled in Response to Intervention Specialist Certification. In order to achieve certification, the RTIS will complete the same steps as outlined above for the principal.

The RTIS further supports implementation as the data organizer and manager. She will be the central source of data monitoring for both the principal and the teachers—creating a hub of data analysis that will allow all stakeholders to monitor rates of growth and responses to rates of growth in real time. The RTIS is responsible for making sure that Tier 2 and Tier 3 students are making double or triple their historical rate of growth and that they are receiving interventions that support and supplement their Tier 1 instruction. Due to the high number of students who are Tier 2 and Tier 3, the RTIS is responsible for working closely with the Literacy Coach to ensure that Tier 1 instruction meets the needs of the vast majority of the students.

An RTIF Executive Coach will be assigned to VBA. The RTIS will be elbow-to-elbow with the RTIF Executive Coach for 30 days as they work through the RTIF 12-Step Process. The RTIS will attend 100% of the

professional development days and 100% of the daily schedule. (RTIF PD includes Blueprint for the Future, Data Management, Writing, Mathematics, *The Leader in Me*, *It's a World of Difference Institute*, PBL...)

This RTIF embedded professional development model follows the Gradual Release of Responsibility framework. The RTIS will be in training to take over from the Executive Coach from day one. The Executive Coach will conduct 40-50% of the professional development and the RTIS will conduct at least 20-30% of the day, along with the Literacy Coach. Each visit will scaffold the RTIS so that eventually, she and the Literacy Coach will be the primary professional developers—working toward a self-sustaining framework of professional development for the school.

- 1. The RTIS will develop a Leadership Action Plan—her own individual leadership goals articulated with benchmarks for success.**
- 2. The RTIS will conduct 100 hours of Classroom Practice (see above).**
- 3. The RTIS will conduct at least 100 levels checks throughout the year (see above).**
- 4. The RTIS will participate in weekly Collegial Conferencing**
 - a. They will conference with students in classrooms, both vertically and horizontally articulated
 - b. Each classroom will receive a monthly visit from colleagues during which all students will be conferenced with and Power Goals will be double-checked
 - c. Each Collegial Conferencing visit will include debriefing and discussion time following the conferencing.
- 5. The RTIS will conduct a Case Study with one struggling reader (see above).**

6. **The RTIS will attend and lead some of the weekly Data Meetings and weekly Instructional Review Meetings—along with the principal, Literacy Coach, and Math Coach (see above).**
7. **The RTIS will participate in a monthly Professional Learning Group (see above).**
8. **The RTIS will keep her own logsheet of thinking Steps and publicly post and broadcast her own results.**
9. **In order for the RTIS to receive full Intervention Specialist Leadership Certification, the school will also have to experience the following results:**
 - a. 90+% of students read an hour a day.
 - b. Rate of reading growth is accelerated (greater than one grade level per school year) for Tier 2 and Tier 3 students.
 - c. 70% of students in K read on grade level by June 2012.
 - d. 75% of students in K-1 read on grade level by June 2013.
 - e. 75% of students in K-2 read on grade level by June 2014.
 - f. 75% of partially proficient students in Grades 3-8 demonstrate a 10% increase on the NJASK each year.
 - g. 75% of proficient students in Grades 3-8 demonstrate a 5% increase on the NJASK each year.

Literacy Coach

As the RTIS is managing and monitoring data and student progress, the Literacy Coach will be managing and monitoring quality of Tier 1 instruction. This includes managing and supporting teacher understanding of the Common Core Standards, of differentiated instruction, and of analysis of effectiveness of instructional methodologies. The Literacy Coach and RTIS will work in tandem to ensure effectiveness of Tier 1, 2 and 3 instructional practices, and effective Tier 2 and 3 interventions. The Literacy Coach will also work elbow-to-elbow with the RTIF Executive Coach for 30 days working through the RTIF 12-Step Process. The Literacy Coach will attend 100% of the days and 100% of the daily schedule.

The Literacy Coach is the lynchpin for quality Tier 1 effective instruction. The Literacy Coach will focus her work on ensuring that in every classroom, teachers are supporting learning using the wisdom and guidance of best practices in literacy instruction. Teachers will follow the literacy block plan designed to maximize this instruction and the literacy coach will model, think along, support, nurture, push, challenge, and generally coach teachers toward paradigm shift. Traditionally, teachers have seen themselves as the “knowers” in classrooms and the students as the “recipients” of the knowledge. At VBA, this instructional stance will shift—teachers will become the “facilitators” of learning, moving from the **front** of the classroom to **beside** their students – listening for evidence of learning and using this listening to guide instructional decision making. The Literacy Coach is the premiere catalyst for this shift—showing, pulling, and pushing teachers along as they rethink instruction – ensuring that every student receives the most effective classroom instruction. This shift is the bedrock for VBA because it will turn the current numbers around. Instead of 81% reading below grade level and 81% needing interventions, 70% will be on grade level and VBA can wisely target interventions and support to the much smaller groups.

A Literacy Coach will be assigned to VBA. The Literacy Coach will be elbow-to-elbow with the RTIF Executive Coach for 30 days as they work through the RTIF 12-Step Process. The Literacy Coach will attend 100%

of the professional development days and 100% of the daily schedule. (RTIF PD includes Blueprint for the Future, Data Management, Writing, Mathematics, *The Leader in Me*, *It's a World of Difference Institute*, PBL...)

This RTIF embedded professional development model follows the Gradual Release of Responsibility framework. The Literacy Coach will be in training to take over from the Executive Coach from day one. The Executive Coach will conduct 40-50% of the professional development and the RTIS will conduct at least 20-30% of the day, along with the Literacy Coach. Each visit will scaffold the Literacy Coach so that eventually, she and the RTIS will be the primary professional developers—working toward a self-sustaining framework of professional development for the school.

- 1. The Literacy Coach will develop a Leadership Action Plan—her own individual leadership goals articulated with benchmarks for success.**
- 2. The Literacy Coach will conduct 100 hours of Classroom Practice** (see above).
- 3. The Literacy Coach will conduct at least 100 levels checks throughout the year** (see above).
- 4. The Literacy Coach will organize and participate in weekly Collegial Conferencing during which:**
 - a) They will conference with students in classrooms, both vertically and horizontally articulated
 - b) Each classroom will receive a monthly visit from colleagues during which all students will be conferenced with and Power Goals will be double-checked
 - c) Each Collegial Conferencing visit will include debriefing and discussion time following the conferencing.
- 5. The Literacy Coach will conduct a Case Study with one struggling**

reader (see above).

6. The Literacy Coach will attend and lead some of the weekly Data Meetings and weekly Instructional Review meetings – along with the principal, RTIS, and Math Coach (see above).

7. The Literacy Coach will participate in a monthly Professional Learning Group (see above).

8. In order for the Literacy Coach to receive full Intervention Specialist Leadership Certification, the school will also have to experience the following results:

1. 90+% of students read an hour a day.
2. Rate of reading growth is accelerated (greater than one grade level per school year) for Tier 2 and Tier 3 students.
3. 70% of students in K read on grade level by June, 2012.
4. 75% of students in K-1 read on grade level by June, 2013.
5. 75 % of students in K-2 read on grade level by June, 2014.
6. 75% of partially proficient students in grades 3-8 demonstrate a 10 percent increase on the NJASK each year.
7. 75% of proficient students in Grades 3-8 demonstrate a 5 percent increase on the NJASK each year.

Leadership Teams

No person alone can right the ship of a persistently underperforming school. This RTIF model is designed to build a sustainable system at VBA that will

allow the shifts in instructional quality, leadership quality, and student outcomes to become permanent and embedded. To do this, VBA will build an internal Leadership Team made up of the principal, RTIS, Literacy Coach, Math Coach, Parent Reading Coaches Representative, and other key members of the staff—with the NTO and Executive Coach serving as advisors. The Leadership Team will meet weekly to discuss teacher progress, student progress, intervention planning, Tier 1 instructional effectiveness, and resource allocation for Tier 2 and Tier 3 interventions and tracking. Members of the Leadership Team will regularly participate in the RTIF embedded professional development, allowing the decision-makers to become experienced in the ways turnaround and change are being thought about and put into practice by members of this learning community. Members of the Leadership Team will develop their own Leadership Portfolios—allowing them to articulate and then strive to reach their own leadership goals.

The Leadership Team will use Data Alive! data—specifically, data on formative assessments, summative assessments, results from the Teacher Expertise Continuum, the SMI math results, and the daily indicators (Steps read [volume of reading] and independent reading level) to formulate, adjust, and monitor whether a shift in instructional practices is occurring. Of course, the ultimate goal is to see regular, measurable, accelerated rates of growth in student reading, writing, and math levels.

One of the primary goals of the Leadership Team is to bring cohesion to instructional and curricular offerings. All too often, underperforming schools are characterized by compartmentalization of instruction, content, methodologies, and pedagogy; this is the case currently at VBA. At VBA, this compartmentalization will cease. All aspects of thinking—reading, writing, mathematics, content study, arts, physical education, and socialization—will be part of one integrated instructional plan.

Other members of the school Leadership Team will also be involved and will

play key roles in the success of the school as well:

1. The **Math Coach** will serve as the manager, model, and mentor for accelerated progress in mathematics. The Math Coach will work closely with the principal, the RTIS, and the Literacy Coach to ensure that every student is making accelerated progress in mathematics. The Math Coach will coordinate closely with the Literacy Coach and RTIS to ensure that best practices in instruction are implemented across disciplines so that the effectiveness of Tier 1 math instruction equals that of Tier 1 literacy instruction.
 - a. **The Math Coach will develop a Leadership Action Plan—her own individual leadership goals articulated with benchmarks for success.**
 - b. **The Math Coach will conduct 100 hours of Classroom Practice** (see above).
 - c. **The Math Coach will conduct levels checks for math and literacy weekly throughout the year with the principal, RTIS, and Literacy Coach** (see above).
 - d. **The Math Coach will organize and participate in weekly Collegial Conferencing**
 - S/he will conference with students in classrooms, both vertically and horizontally articulated
 - Each classroom will receive a monthly visit from colleagues during which all students will be conferenced with and Power Goals will be double-checked.
 - Each Collegial Conferencing visit will include debriefing and discussion time following the conferencing.
 - e. **The Math Coach will conduct a Case Study with one struggling student who continually fails to meet math benchmarks.**
 - f. **The Math Coach will attend and lead some of the weekly Data Meetings and weekly Instructional Review meetings—along with the principal, RTIS, and Literacy Coach** (see above).

g. The Math Coach will participate in a monthly Professional Learning Group (see above).

2. The **Librarian** will serve as the Literary Manager, organizing the rotation of the thousands of books and helping teachers develop thematic units and collections. In addition, the Librarian will coach in classrooms, will attend the 30 days of PD, and will coach individual students. The library will be open during lunch and at other times for students to read and access books. The Librarian will be in charge of the Reading the World effort (see below) and will be responsible for handling the materials and messaging around a sophisticated literary lifestyle.

a. A Librarian will be assigned to VBA. The Librarian will attend at least 50% of the RTIF Literacy Professional Development.

b. The Librarian will conduct 100 hours of Classroom Practice (see above).

c. The Librarian will conduct at least 50 levels checks throughout the year (see above).

d. The Librarian will attend and participate in weekly Collegial Conferencing

- S/he will conference with students in classrooms, both vertically and horizontally articulated.
- Each classroom will receive a monthly visit from colleagues during which all students will be conferenced with and Power Goals will be double-checked.
- Each Collegial Conferencing visit will include debriefing and discussion time following the conferencing.

e. The Librarian will conduct a Case Study with one struggling reader (see above).

f. The Librarian will attend the weekly Data Meetings and weekly Instructional Review meetings (see above).

g. The Librarian will participate in a monthly Professional Learning Group (see above).

3. The **Community School Coordinator (CSC)** will be the primary liaison between the parents and the school. The CSC will ensure that parents are knowledgeable and trained in all curricular components, that they understand the school theme of STEM Literacy and Leadership, and that their during and beyond school hour efforts to support the success of their children are supported. The CSC will ensure that the bottom 10% of students achieves Steps Read targets (amount of time spent reading). The CSC will conduct Read-To-Me immersion for RTM students intensively in September and then continuing throughout the year. The CSC will assist in the coordination of training and work of the Parent Reading Coaches, see below. The CSC will attend weekly Data Wall meetings as the liaison and support between families and school. In addition, the CSC will work with the Anti-Defamation League (ADL) consultant to coordinate Parent Anti-Bias and Anti-Bullying Workshops and to involve parents in a comprehensive strategy to make the school a supportive, inclusive community for all students and all adult stakeholders.

4. Parents will be hired as **Parent Reading Coaches (PRC)**. There will be one PRC per grade level. PRCs will work a designated number of hours per week (typically 10) in the school, coaching in classrooms, coaching individual students, and attending weekly grade group and instructional meetings. The RTIS and Literacy Coach will train and monitor effectiveness of the PRCs, with the assistance of the CSC.

Developing Teacher Effectiveness

While the principal is undergoing intensive instructional and leadership training from the NTO, the teachers will simultaneously undergo a similarly structured training system. Teachers will follow the 12-Step Professional Development Plan based on the above 12 Action Steps that supports their developing competence in Research-Based Best Practices. Support is differentiated to individual teachers' needs and placement along the Teaching Expertise Continuum. The professional development will focus on supporting teachers in several areas: 1) understanding the scope and sequence of developmental reading acquisition; 2) researching and diagnosing reading challenges; and 3) planning and implementing instructional frameworks in response to diagnosis. Teachers are expected to become experts in quality Tier 1 instruction, and to become more expert in delivery of targeted Tier 2 and Tier 3 interventions. Teachers will have the opportunity to strive for Exemplary Reading Teacher Certification.

Developing Teacher Effectiveness

While the principal is undergoing intensive instructional and leadership training from the NTO, the teachers will simultaneously undergo a similarly structured training system. Teachers will follow the 12-Step Professional Development Plan based on the above 12 Action Steps that supports their developing competence in Research-Based Best Practices. Support is differentiated to individual teacher's needs and placement along the Teaching Expertise Continuum. The professional development will focus on supporting teachers in several areas: 1) understanding the scope and sequence of developmental reading acquisition; 2) researching and diagnosing reading challenges; and 3) planning and implementing instructional frameworks in response to diagnosis. Teachers are expected to become experts in quality Tier 1 instruction, and to become more expert in delivery of targeted Tier 2 and Tier 3

interventions. Teachers will have the opportunity to strive for Exemplary Reading Teacher Certification.

1. Teachers will develop Instructional Action Plans—their own individual instructional goals articulated with benchmarks for success.

2. Teachers will work elbow-to-elbow for 30 days with an Executive Coach. Professional development will be done using the following format:

- Fishbowl demonstrations
- One-to-one in-classroom support
- Data Meetings that focus on accelerating rate of growth and Tier 2 and 3 intervention systems
- Collegial Conferencing in vertically and horizontally aligned classrooms
- Regular peer visitation and observation
- Use of standards-based formative assessment framework
- Transparency of data

3. Teachers will participate in all additional professional development . (RTIF PD includes STEM, Math Alive!, Math Forum, NJAAS, Blueprint for the Future, Data Management, Writing, Mathematics, *The Leader in Me*, *It's a World of Difference Institute*, PBL...)

4. Teachers will participate in weekly Data Meetings and weekly Instructional Review meetings during which:

- a) A team will continuously evaluate and monitor effective instructional organization, routines, and curricula.
- b) Tier 1, 2, 3 support structures for accelerated progress will be reviewed and regulated.
- c) Tier 2 and Tier 3 interventions will be monitored and adjusted.
- d) Data will be used to plan and frame instruction.

5. Teachers will participate in weekly Collegial Conferencing

- a) They will conference with students in other classrooms, both vertically and horizontally articulated
- b) Each classroom will receive a monthly visit from colleagues during which all students will be conferenced with and Power Goals will be double-checked
- c) Each Collegial Conferencing visit will include debriefing and discussion time following the conferencing.

6. Teachers will have the opportunity to become a Model Literacy and Model Math Classroom Teacher. Model Classrooms will receive:

- a) Additional materials and support
- b) Additional professional development
- c) Access to mini-grant awards
- d) Certification as a Model Classroom Teacher upon meeting the requirements for student progress—see school benchmark goals
- e) Model Classrooms will become the hub of learning for VBA and the Model Classroom Teacher is expected to have an open door policy regarding peer and collegial visitation.

7. Teachers whose students are not meeting expectations will experience:

- a) Mentoring or partnering with a master teacher partner.
- b) Increased time for collaboration with support staff and other co-designed activities which will be logged and evaluated.

8. Teachers will attend a monthly Professional Learning Group with the Executive Coach during which they will:

- a) Read three professional books.
- b) Collect 100 Points of Light (ideas to apply immediately from the reading).

9. Teachers will keep their own logsheet of thinking Steps and publicly post and broadcast their own results.

10. Teachers will attend professional development with and at the Federal Reserve Bank and the US Mint. Topics offered include many of the following:

- Economics and Children's Literature
- Economics in Action
- FED 101
- GDP and Pizza
- Geography and the Economy
- The Great Depression
- Hot Topics in Economics
- It's Your Paycheck Kids and Money
- Making Sense of Money and Banking: A 5-Day Course for Teachers
- Mathematics & Economics
- Mathematics & Economics for the Elementary Classroom
- Money Matters for Kids
- Personal Finance for the Middle School Classroom
- Teaching About the Global Economy

11. In order to earn Exemplary Reading Teacher Certification, teachers must:

- a) Participate in 100% of the RTIF professional development.
- b) Use the independent reading level assessment formatively to deepen and broaden understanding of reading development.
- c) Enter data into Data Alive! daily.
- d) Have 100% of their students On-Target for Reading Practice (amount of time spent reading independently: 1 hour per day).
- e) Have an accelerated rate of growth for reading acquisition for all students—even doubling the adequate yearly growth of 10 months in a year.
- f) Have 80-95% of their students reading on grade level by the end of the year, depending on grade level and year of the project.
- g) Demonstrate daily a deep understanding of reading development and instruction.

The work above describes the effort at VBA to professionalize its leadership,

teachers, and staff. To support this professionalization effort, VBA will develop the following collection and practices.

- The VBA professional book library will be established. Multiple copies of 10-15 seminal educational texts will be selected and set up within the Professional Learning Room. These titles will cover topics from pedagogy to RtI, to literacy and math best practices.
- The VBA professional video library will be established. Several copies of 15-20 seminal educational videos will be selected and set up within the Professional Learning Room. These titles will cover topics from pedagogy to RtI, to literacy and math best practices. Videos will focus on best classroom practices, giving leaders, teachers, and staff visual examples of where they are headed.
- All staff will participate in One Book, One SIG. CCPS will select a book for all leaders, teachers, and staff within SIG2 to read and will designate a specific time frame. Staff will receive thinking kits to support their thinking as they read, write, and talk about the books. This model will allow for common language and dialogue to happen within schools and between schools. The Learning Labs will be used as central occasions for conversation and thinking around the One Book.
- Classrooms will receive a Classroom Upgrade package. The principal will develop these packages with each teacher to quickly decide what classrooms need to give them a small facelift. Environment is certainly a factor in academic and personal success, and teachers and students will work together to decide what to add—paint, equipment, book carts, book cases, etc.

The school will also purchase some support materials:

- Laminating machine and paper
- Poster maker and paper
- Storage bookcases

	<ul style="list-style-type: none"> • Printer/printer supplies • Book cases 	
<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.</p>	<p>CCPS will contract only with PD providers who have proven track records of effectiveness and results, and whose work is supported by a strong research base. The LEA will provide the approval on PD providers and will stay in close touch with the schools to monitor their effectiveness. PD providers must demonstrate the ability to provide daily data monitoring, classroom embedded professional development, and measurable student outcome results. PD providers are selected through an evaluation of their purpose. Providers must be able to show their effectiveness of provided job embedded professional development. They need to demonstrate that by working with teachers student achievement will increase. A rubric is used to evaluate the proposals.</p>	Ongoing

<p>Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p>		
<p>Implementation Guidance Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, or hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer.</p>		
	<p>Implementation Description</p>	<p>Timeline</p>
<p>Evidence of Implementation Indicators</p> <p>1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.</p> <p>2. The LEA allocates resources to support the turnaround office or team.</p> <p>3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.</p> <p>4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.</p>	<p>The LEA will hire a Supervisor of Performance Management—the CCPS turnaround leader, who will report to the CCPS Assistant Superintendent and Superintendent. The SPM will be responsible for working in collaboration with the state NTO, the VBA principal, the Education Program Specialists, and VBA school leadership team to ensure that school leadership is effective and SIG2 is implemented with fidelity.</p> <p>CCPS will support and augment the SPM and turnaround team by allocating time and resources from the Department of Elementary Education, the Professional Development Department, and the Department of Secondary Education. In addition, the Facilities, Security, and other divisions of CCPS will be enlisted to support the turnaround team. Supervisors and Education Program Specialists along with department Directors will work in conjunction with the SPM to manage SIG2 implementation.</p> <p>Because CCPS will be meeting at least bi-monthly to review SIG2 implementation, any policies or procedures that are barriers will be discussed quickly. This will allow CCPS time to facilitate any changes, movements, removal of barriers necessary.</p> <p>CCPS only accepts partners who have proven track records of successful turnaround practices in similar school districts. Because CCPS is focused on accelerating student progress on CCS, only organizations who have been able to do this will be chosen as partners. CCPS will monitor partnerships monthly to ensure effectiveness of support and will not be hesitant to dissolve any partnerships that are not showing clear signs of immediate impact.</p>	<p>August 2011</p> <p>August 2011</p> <p>Monthly, Ongoing</p> <p>Ongoing</p>

<p>5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.</p>	<p>Because of the work of SIG1, CCPS has started building systems that will sustain the successes beyond the period of the grant. The purpose of SIG2 is to build sustainable systems of mentoring, management, and monitoring of leadership ability, capability, and organizational knowledge. The RTIF chosen by CCPS as the core of SIG2 has been shown to build leadership capacity that remains long beyond the grant period. CCPS aims to do the same thing with SIG2.</p>	<p>Ongoing, starting in July 2011</p>
<p>6. The LEA and school align SIG resources with other interventions.</p>	<p>CCPS will work with the VBA leadership to ensure that SIG2 resources will shore up, solidify, and further the resources available at the school level for true RtI turnaround work to become systematic and systemic. The SIG2 plan for VBA builds on the successes currently in place in the school, eliminates all wasteful practices, and aims to support the new VBA principal in total organizational cohesion and alignment—of instructional practices, resource allocation, and resource management.</p>	<p>Immediately</p>

Turnaround SIG Required Activity – 6: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier I schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>CCPS has used all available data to determine that it must improve its instructional offerings; indeed, it must facilitate a total paradigm shift in what teaching means, what learning means, and how learning is facilitated. Current test score data clearly demonstrates that instruction is not working well because success on nationally normed tests is weak among our students. SIG2 is designed to challenge the current state of instruction at VBA, and to nurture and support a culture that values mastery of the level of sophisticated thinking required by the Common Core Standards above all else. Data Alive! will be used as the data management system to collect, manage, and monitor data in real time, allowing immediate analysis and interpretation of student progress—which is the direct result of instructional effectiveness.</p>	<p>Teachers and school leaders trained in the use of Data Alive! by August 2011</p> <p>Data Alive! up and running and initial data entered by September, 2011</p>
<p>2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.</p>	<p>Data Alive! allows for immediate, daily access to all assessments, including state test results, periodic test results (DRA2), daily formative assessment (CCS IRLA), and many other data points. Because access is immediate, all LEA, SEA, and school based instructional staff have access to the data, allowing for a culture of candor and public accountability that, when mixed with collaborative support, will require a public dialogue about effectiveness and impact of instructional practices. There is no hiding from this daily data—however, since VBA is working together to solve its instructional weaknesses, there is no shame in public daily data.</p>	<p>Teachers and school leaders trained in the use of Data Alive! by August 2011</p> <p>Data Alive! up and running and initial data entered by September, 2011</p>

All instructional practices at VBA are aligned and based on the recently adopted national Common Core Standards for Mathematics and for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

Beginning September,
2011

INSTRUCTION—THEME

The theme at VBA—Business—will drive the content and theme focus for all areas of study. A current major concern of the VBA community is how little students understand their surroundings—even lacking in the vocabulary to describe the apartments, bodegas, row homes, and grocery stores that are part of their daily lives. Shallow reflection upon self and community leads to shallow understandings of the complex social, cultural, and economic realities that both prohibit and allow choice and opportunity within individual lives. As the National Council for Economic Education reports,

“NCEE surveys show that nearly half of our young people don’t understand how to save and invest for retirement, nor how to handle credit cards, don’t know the difference between inflation and recession, nor how government spending affects them. If we fail to act now to improve economic literacy in this country, our children will be at risk for crippling personal debt, costly decisions at work and at home, and lack competitive skills in a fast-paced global economy.”
(<http://www.business.latech.edu/centers/cee/>)

3. LEA and school ensure that school aligns instruction with standards and benchmarks.

At VBA, we want students to recognize and understand the vast network of options they have in life and for students to become not only the drivers of those options but the impetus for creating those options.

Fortunately, VBA is situated close to two of the most important business and economic resources in the county—the Federal Reserve Bank and the United States Mint (one of only five in the country)—both are approximately 4 miles away from the school. The VBA partnership with the Federal Reserve Bank of Philadelphia and the U.S. Mint will be the guiding affiliation that will keep the theme interesting, relevant, and current. Students at VBA will start their own businesses, growing some yearly, growing others across the years.

The exploration around business will be developmentally appropriate from year to year, allowing a level of cumulative knowledge and experience to build and progress as students develop. Students and teachers will use www.federalreserveeducation.org as their ongoing source of ideas and information.

Theme at VBA will follow a process of concentric circles, widening out across time and experience. All students will begin with explorations of their own community. The following questions will be explored:

1. Which people define a community? Do people in the same neighborhoods define community differently?
2. What streets and geographical terrains define a community?
3. What businesses, economic, and social organizations define a community?
4. How does definition of community impact culture? And how does culture impact community?

VBA students will all map their neighborhoods, communities, and families. The Federal Reserve Bank tool Policy Map (<http://www.policymap.com/>) and the U.S. Mint (<http://www.usmint.gov/kids/teachers/>) will be used as two resources in addition to neighborhood walks, interviews, exploration, and additional research—allowing students at all grade levels to build a evidence-based map of their surroundings from a multitude of angles. Upon this foundation, each grade level will continue to explore community in a variety of ways.

- K-2: Understanding self and the relationship between self and community
- 3-5: Understanding U.S. and local social, political, and economic history to examine impact on business and community. In addition, these grades will examine the role of fairness in social, political, and economic events and how fairness has contributed to or been a result of changes in events across time.
- 6-8: Understanding global history, politics, geography, and economics to examine impact on business and community. Understanding how business and community

impacts global markets, politics, and economics. In addition, these grades will examine the role of ethics, civics, and entrepreneurship in global social, historical, political, and economic events.

In order to fully realize the impact of economics on life, every student at VBA will open a business yearly—either in classrooms, in small groups, in pairs, or individually. They will do so with the advice of VBA teachers, staff, community partners, and business partners. As students explore their community and identify which businesses exist and are thriving, and which are missing, their task will be to identify market opportunities and fill them in some way. Most of these businesses will be on paper and created in school or virtually, but some—especially as students reach middle school—may make their way into the real marketplace. VBA aims not only to cultivate knowledge of economics, but also to encourage the spirit and space for entrepreneurial activity among young people.

The additional feature of VBA that will brace the foundation of the theme is the experience with *The Leader in Me*, a process that nurtures leadership, character, and collaboration skills among the adults and students in the building. *The Leader in Me* has a proven track record of instilling and building the 21st century skills all VBA students need to be successful (see below). The 7 Habits of Highly Successful People are truly the habits of productive and successful people who exert control and choice in their lives—the goal for all VBA students.

VBA students will be regulars in the neighborhoods as they traverse the community mapping, thinking, and examining life through an economic lens. And to supplement, round out, and enrich the experiences of the theme work and SRLs at VBA, students will attend various trips over the course of the year to places that enhance the work being done in the classroom. Of course, VBA students will visit the Federal Reserve Bank of Philadelphia and the U.S. Mint several times, visiting both the permanent and traveling exhibits there, as well as visiting Federal Reserve partners for tours. VBA teaches will plan several additional trips over the course of the year.

Years 2 and 3

1. *Summer Camp*: In Years 2 and 3, VBA students will attend summer camp for one or two weeks, depending on the program. Students will be nominated to attend based on their reading volume and their rates of progress.

COMMON CORE STANDARDS—INSTRUCTION

Currently in many schools in Camden and across the country, there is a lack of connection among the district’s curriculum framework, the Common Core Standards, and teacher expectations for both learning and teaching. Teachers struggle to turn Common Core Standards into effective curriculum delivered through effective instruction. Certainly instructional reform will be the lynchpin of VBA as teachers move from a **materials-based curriculum** (where what comes next in the book is the guiding factor) to a **learning-based curriculum** (where what comes next for the learner is the guiding factor). In order to support teachers in this change of stance and perspective, VBA will incorporate best practices that are research-based and vertically aligned both in instructional techniques as well as in use of resources.

Instead of building a school instructional plan that accommodates compartmentalized learning based on the availability of materials, VBA will build its plan from the inside out. As teachers learn to listen to, research, and diagnose what each individual student needs, they will then determine what type of individual, small-group, and whole group instruction best meets the needs of each individual student and the class as a whole. This will be the foundation for the establishment of instructional planning, schedule planning, and resource planning. VBA will build an instructional day that is integrated across all areas of reading and writing—both for foundational literacy and across the curriculum. All work at VBA will be in service of teaching students to think. Content, motivation, rigor are all crucial supports for the development of thinking frameworks. Students who think – internally, orally, and expressively – are students who will be well prepared for the future.

In order to support teachers in looking at students individually, VBA will use the Common Core Standards Independent Reading and Writing Level Assessment (CCS IRLA). The CCS

IRLA articulates the standards of the Common Core in Reading, Writing, Language, Listening, and Speaking in a developmental scope and sequence of thinking acquisition. The purpose and intent of the Common Core Standards is to ensure development and support of **thinking**. All work done by students in school—whether it be reading, writing, science, mathematics, social studies, art, or music is in its very nature designed to develop the meta-cognitive consciousness of thinking, and the organization of thought required by sophisticated intellectual growth. The primary goal of all work at VBA will be to develop a Standard of Coherence (see below) in thinking among students, teachers, and staff.

VBA will use the CCS IRLA and the Standard of Coherence as the core of all instructional practices. Because it is a developmental scope and sequence, it is naturally vertically articulated. Students inhabit their thinking levels, and carry them from grade to grade. Progress along the thinking sequence is supported, taught, and facilitated by teachers from grade to grade – allowing students to accelerate their historical rates of growth, no matter their grade level or classification.

The CCS IRLA has a two pronged approach – based on the recommendations of David Coleman (project editor of the CCS Language Arts) and his research team. This approach includes using grade-level exemplar texts to model and practice the thinking that happens during the reading and writing around grade level texts. Following this portion, students practice the thinking demonstrated while reading and writing in texts that are at their independent level—the level during which they read with 99-100% accuracy and full comprehension. As the national CCS team describes, (David Liben, 2/9/2011):

There are 10 Common Core Standards for Reading—students work on 1-9 at every grade level and during each thinking level (CCSR10 is reading grade level texts which does not apply in the same way). There is one overriding Standard that is crucial for reading, writing, and thinking success:

Standard of Coherence: This Standard describes the righteous sense of privilege and entitlement that successful readers and writers demonstrate—they know beyond

doesn't. In addition, thinkers with a Standard of Coherence assume that text is at fault when it doesn't make sense, while struggling thinkers assume they are at fault when text doesn't make sense.

Additionally, two factors that change as students move up the grades:

1. *Level of Text Complexity*—students work on sophisticated strategies while the texts are getting harder but must think in texts they can handle with full accuracy and comprehension.
2. *Vocabulary Load*—the sheer volume and rate of acquisition of spoken, literary and academic vocabulary increases exponentially as text complexity rises. Students acquire this vocabulary through volume of reading and writing, along with approaches such as vocabulary semantic system support.

In order to implement the grade level thinking with independent level practice, VBA will utilize six components in the instructional program: Theme: Business, Blueprint for the Future, Writing, Mathematics, Project-Based Learning, and Reading the World. See below for descriptions of each component. The CCS IRLA will be used across all six components, bringing cohesion to formative, periodic, and summative assessment.

In order to implement all six components, VBA will use the following schedule during a day that extends from 8:00 am -4:00 pm. This extended day allows for all six curricular pieces to be given adequate time. This schedule is built upon 30 minute components, allowing the school ways to manipulate the 30 minute pieces to meet the developmental needs of students at different ages. The schedule also allows for built in periods for RTI Data Wall Meetings, Collegial Conferencing, Peer Observation and Collaboration, and Professional Learning Groups.

Daily Schedule (to be included, not necessarily in this order)	
90 minutes	Project-based Learning in Social Studies, Science, Language Arts Centered on the School Theme of Business Literacy

1.

<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The schedule at VBA includes a daily period for data analysis, collaborative conferencing, RTI analysis, Collegial Conferencing, and Professional Learning time. This time does not take away from teacher prep time.</p>	<p>Beginning September, 2011</p>
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>At VBA, teacher teams will meet weekly at the RTI Data Wall to analyze effectiveness of Tier 1 instruction, student progress and mastery of CCS, RTI intervention effectiveness, and teacher effectiveness in accelerating student rate of growth. The LEA will often participate in these meetings, and use the same data as the school, to measure, compare and assess school progress toward successful SIG2 implementation.</p> <p>Central to any leadership framework is the ability to use data effectively to continue practices that are working and change practices that aren't. The RTIF turnaround model at VBA will result in an abundance of data being collected. Using that data effectively and efficiently is the goal of RTIF.</p> <p>The VBA principal will utilize the following structures to support effective use of data.</p> <ol style="list-style-type: none"> 1. Daily data tracking through Data Alive!. This includes monitoring Data Alive! data entering, student and classroom percentages, and rates of student progress. 2. Establishment of a Data Wall. This Data Wall will include not only individual student data points—reading level, on-target level (amount of time spent reading), reading power skill, current intervention but it also includes the adult responsible for the student's reading progress and the adult responsible for the current interventions. 3. Weekly Data Wall meetings—in horizontal grade groups, vertical reading level groups, and vertical grade groups. These meetings focus on taking the available data, determining what the data is revealing, and then planning actions directly based on the data. Because the meetings occur weekly, the principal and teachers have ongoing opportunities to correct instructional and interventional strategies almost immediately. 4. Weekly grade and instructional meetings—these meetings allow the principal and 	<p>Beginning September, 2011</p>

teachers to discuss and analyze data from daily research and instruction, the principal's Classroom Practice hours, regular levels checks, and the student Case Studies. Due to the frequency of the meetings, and the practice of regular conversation about student progress, the principal and teachers are able to inform upcoming instruction and resource allocation.

5. Professional Learning Groups—these monthly meetings for principals and teachers allow time and space for the further study of available data and placing it in context to the larger educational community.
6. In addition to these items, VBA will continue accepted practices in data management—monitoring weekly lesson plans, monitoring intervention plans, and Individualized Educational Plans (IEPs).

<p>Turnaround SIG Required Activity – 7: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>Implementation Guidance Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.</p>		
	<p>Implementation Description</p>	<p>Timeline</p>
<p>1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.</p>	<p>The LEA will support the SIG2 schools in various ways. The Supervisor of Performance Management will be the lead SIG2 district person, coordinating fidelity of implementation and building the coalition between the NTO, the principal, CCPS leaders, the Educational Program Specialists, and the Supervisors. In addition, the Education Program Specialist will be based at the district office and will be responsible for the logistical aspects of SIG2 implementation—operational support, budgeting and fiscal logistics, implementation fidelity. The LEA will also support the SIG2 principal by working within the district to address and ameliorate staffing issues as they arise. The Assistant Superintendent will work within the existing CCPS systems to support staffing changes and instructional needs as they arise.</p>	<p>Ongoing</p>
<p>2. The LEA cultivates a pipeline of school turnaround leaders, as well as external providers.</p>	<p>CCPS is in the process of cultivating a pipeline of future school turnaround leaders. CCPS has a pipeline of future administrators that it is working with and nurturing. Many of these leaders are in administrative programs, are serving as vice-principals, or principals at non-SIG schools. CCPS is careful to develop the skills of these future school leaders. SIG1 Learning Labs are used to model and develop leadership skills for all CCPS principals and administrators. In addition, CCPS has a history of identifying effective external providers who can implement and provide services. CCPS leadership identifies partners it values, works with them. If providers do not demonstrate measurable successes, CCPS will discontinue the relationship.</p>	<p>Ongoing</p>
<p>3. The LEA has established annual goals for student achievement.</p>	<p>CCPS has established the following goals for student achievement at VBA.</p>	<p>Ongoing</p>

	<ol style="list-style-type: none"> 1. 90+% of students read an hour a day. 2. Rate of reading growth is accelerated (greater than one grade level per school year) for Tier 2 and Tier 3 students. 3. 70% of students in K read on grade level by June, 2012. 4. 75% of students in K-1 read on grade level by June, 2013. 5. 75 % of students in K-2 read on grade level by June, 2014. 6. 75% of partially proficient students in grades 3-8 demonstrate a 10 percent increase on the NJASK each year. 7. 75% of proficient students in grades 3-8 demonstrate a 5 percent increase on the NJASK each year. 	
<ol style="list-style-type: none"> 4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice. 	<p>CCPS uses Data Alive! to capture all the diagnostic results that stem out of daily practice at VBA. Each student will have individual goals in addition to the schoolwide goals listed above. Data Alive! captures CCS IRLA growth and progress, volume of reading progress, DRA2 progress. CCPS intends to import NJASK, Learning, and Access data into Data Alive! so that all data can be correlated. Since Data Alive! is a real-time data system and data is accessible at any time, CCPS and school leaders can access data immediately. In addition, the data points that are captured are representative of a multitude of behaviors that show both the organizational and instructional aspects of effective practice that leads to student learning. For example, reading level growth data shows reading growth of course, but it also shows the knowledge level of the teacher in relation to the Common Core Standards, and it shows the teacher's skill in effecting learning progress. The volume of reading data certainly represents volume of reading, but it also represents level of organizational ability of the teacher, relationship between home and school and the teacher's ability to organize and hold students accountable around home reading. Each data point in Data Alive! has multiple behaviors behind it, giving CCPS and school leaders a real-time window into daily progress toward annual goals.</p>	<p>Data Alive! Training in August, 2011 System up and running and initial data entered by September, 2011</p>
<ol style="list-style-type: none"> 5. LEA and school demonstrate use of data to guide instructional change, and the school 	<p>CCPS has made it very clear that rate of accelerated growth in CCS thinking is the goal for all students, meaning it is the benchmark by which all teachers are measured, and all administrators are measured. The VBA principal will be meeting with leadership teams,</p>	<p>August 2011 and Ongoing</p>

<p>defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>grade teams, and RtI teams weekly to review data and track the progress of student mastery along with the effectiveness of both Tier 1 instruction and Tier 2 and 3 interventions. Conversations and dialogue around data will be the cultural norm at VBA—teachers and students will become familiar with the principal entering the room, looking up their individual/grade/classroom on the spot and giving feedback immediately.</p>	
<p>6. The LEA and school share student progress data with parents and students.</p>	<p>All data collected is shared with parents in a variety of formats. The most powerful change VBA will enact is to turn the responsibility for learning over to students—to support students as they take ownership of their own progress. For this reason, students will build portfolios that demonstrate their progress along the spectrum of mastery of Common Core Standards. Students will keep their own CCS IRA pages and use them to guide their learning. All their thinking work—in reading, writing, speaking, listening, content areas—will be recorded on their CCS IRLA pages, allowing students to know exactly where they are daily. Parents will have access to this same information when students bring their portfolios home, during parent teacher conferences, when they come into school for Family/ Community Reading Time. In addition, VBA will have an open door policy—parents are welcome to come in and learn about their children’s progress at any time. In addition, other data is shared regularly. For example, progress toward volume is shared daily as parents sign the reading logs—and students are the keepers of these logs. Periodic assessment data is shared on report cards, during parent/teacher conferences and will be available upon request at any time parents are in the building.</p>	<p>Ongoing</p>

Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

Implementation Guidance

“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators

1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.

Implementation Description

Based on the evidence surrounding increased learning time, VBA will extend the school day and will offer a 4-week summer school, adding 34.25 days to the school year.

The VBA extended daily schedule includes time for Family/Community Reading. This is a time when parents and family members are welcomed into the school to read with their children, other children in the class, and to work side-by-side with teachers and staff to nurture the culture of literacy that is a VBA goal. VBA aims to partner with parents and families as we attempt to instill academic habits for success and college and career readiness. By opening our doors daily to parents and family members, VBA will become a place of collaboration and community—a joint effort between school and family.

VBA will operate with an extended day. Daily hours will be from 8:00 am to 4:00 pm. The needs assessment indicated that more instructional time would be beneficial for all VBA students in supporting not only academic achievement but also behavior, engagement, and community building. The daily schedule as presented above includes a longer school day than is currently being used. With summer school, this schedule allows for 274 minutes of instructional time yearly. This amount of additional time during the day and extended across the calendar year will allow for a much richer and in-depth focus on Common Core Standards.

Timeline

Beginning August 15, 2011

- **A new school calendar will also substantially extend learning time for ALL students.**

- **Extended School Day:** 8:00 am-4:00 pm hours daily—allowing 70 additional minutes daily for learning and thinking.

- **Summer School:** VBA will hold a summer school program of 15 classrooms (14 regular and at least 1 Rise Up to Kindergarten!) for four weeks, allowing students the opportunity to continue accelerated progress during the summer holiday. Summer School at VBA will be known as the Summer Business Academy, as students start their own small businesses and study other topics aligned to the school theme. At least one of these classrooms will be a Rise Up to Kindergarten! classroom.

- **Summer Professional Development:** Teachers and administrators will participate in professional development during the summer. 5 days are included for Summer School training, 5 days for RTIF training, and 5 days for Rise Up to Kindergarten! training. This intensive professional development during the summer gives teachers further support, hands-on training in summer school classrooms in a lab model, and direct modeling and coaching of best practices in instruction.

- **Summer Library Hours:** VBA will keep the library open during the summer months, allowing students, family and community members to access literary materials year round. CCPS has also included funding to keep the school library open during the summer months: 4 hours per day, 3 days per week.

- **Family and community reading time first thing in the morning and/or in the afternoons before pick up.** During this time, family and community members will be invited into classrooms to serve as reading coaches and mentors. Students will gain extra time reading and will do so surrounded

and supported by their most important coaches—their parents, guardians, grandparents, community mentors. The benefits to this structure are multiple. Students experience reading with parents, parents learn how to be effective reading coaches, younger siblings gain invaluable literacy experiences before they even come to school, teachers and parents collaborate in instruction, relationships between home and school are built on a shared joyful experience.

- Project-based learning time.** This time allows students and teachers to learn together about content in a new and exciting way. Students develop projects and teachers support critical thinking, research, and organizational skills—all through the lens of content aligned with the VBA theme. In addition this time gives students extended opportunities to explore science and social studies topics that they previously had little time for, allowing them to do projects that involve real research thinking and writing.

The chart below details the increase in learning time represented by these enhancements which will be provided to ALL students:

Activity	Previous Amount of Time	Proposed Amount of Time	Increase in Learning Time by Number of Minutes
Extended School Day	0 minutes	70 minutes each school day (70 X 180)	12,600 minutes each year
Summer School	0 minutes	4 hours (240 minutes) per day X 4 Weeks X 4 days	3,840 minutes each year

	each week		
<p>TOTAL: 16,440 minutes per year 274 hours per year 34.25 days per year</p>			
2. The LEA identifies community needs and partnership opportunities.		The LEA has worked with community partners to identify partners in this SIG2 model. The Federal Reserve Bank of Philadelphia, the U.S. Mint, and Susquehanna Bank are already signed on as partners. Campbell's Soup Company, Virtua Hospital, Cooper University Hospital and Camden Adventure Aquarium, the Camden Business Development Center, and local Camden businesses are community partnerships that can be explored.	Ongoing
3. The LEA allocates funding for extended-learning programs.		CCPS has built in funding for the extended day and summer school programming into this SIG2 grant.	Ongoing
4. The LEA supports school leadership in developing and sustaining community partnerships.		The LEA will support VBA in identifying, developing, and sustaining community partners. The Federal Reserve Bank of Philadelphia, the US Mint and Susquehanna Bank have already signed on. Campbell's Soup Company, Virtua Hospital, Cooper University Hospital and Camden Adventure Aquarium, the Camden Business Development Center, and local Camden businesses can be approached for partnerships.	Ongoing
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.		As described in previous sections, all PD applies to the extended day. In addition, VBA will have additional PD for its summer school program.	Beginning in August, 2011
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.		The LEA will use the same data as VBA—rate of student growth and progress toward mastery of the Common Core Standards to measure program effectiveness of both the extended learning time in the VBA schedule, as well as the fidelity and effectiveness of the instructional changes being required of school leadership and teachers.	Ongoing

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.		
Implementation Guidance		
Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.		
Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>CCPS's goal within SIG2 is to ensure that the SIG2 schools have a consistently strong academic program. The successes of SIG1 have allowed CCPS to identify practices that work toward instructional paradigm change and SIG2 will allow CCPS to institute these instructional changes systemically. VBA will be a leader in moving the district toward a focus on rate of student mastery of the Common Core Standards. All services, offerings, indeed all actions at VBA will center on accelerating student progress toward this goal. No other goals will impact or deter from this. All students should, can, and will progress toward grade level mastery of the Common Core Standards.</p>	Ongoing
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).</p>	<p>CCPS is committed to partnering with providers who have proven track records of successful school partnerships. Partners must provide a project manager who will be responsible for managing implementation fidelity and logistics and relationships. The Education Program Specialists, along with the CCPS Directors and Supervisors, will be contact points for CCPS for work with partner organizations.</p>	Ongoing
<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.</p>	<p>CCPS has been working with parents, community organizations, school leaders, school staff, and students to plan for SIG2. The process of SIG1 has given CCPS a good foundation for working with stakeholders and involving them in the process of planning for SIG2. CCPS knows that SIG implementation relies heavily on the fidelity of grant implementation—which itself rests on the investment and inclusion of stakeholders. It is people on the ground—parents, teachers, school administrators, students, school staff, community partners—who will make this turnaround possible and they must be part of the vision created to set the foundation for that success. Because planning for implementation</p>	Ongoing

of SIG2 will happen in the summer of 2011, VBA will hold open houses for all stakeholders to attend. This will be a working session where stakeholders will bring ideas and work on logistics of SIG2 implementation.

VBA will be a community oriented school which sees itself as an integral part of the Camden community, as well as a part of the larger community of urban schools. The principal will be a learning leader for the district—opening the doors of VBA to the teachers and leadership teams of the other Camden schools and schools from outside of Camden. VBA will regularly host teams from other schools and cities who are coming to investigate best practices in high performing urban districts. VBA will become a leader in the development of classrooms and schools with open door policies to peer educators.

Because parents are the first and most influential teachers in the lives of their young children, VBA will use the SIG2 Project to forge a new and strengthened partnership between school and home to increase student achievement and engagement with the educational process. VBA will form and welcome an active parent advisory group. VBA has a parent involvement coordinator already, who will be charged with stepping up activities to increase parent participation in school activities and initiatives. Parents will be trained and hired to work as Parent Reading Coaches (PRC) in the classrooms to provide extra support to especially needy students who don't get enough support at home. There will be one PRC for each grade level in the school. This PRC will be crucial both instructionally and as a liaison with the community and families. The PRC will work 10 hours a week over a 30 week year and will be involved with reading coaching, systems organization, and intervention planning. Teachers will receive training in how to improve communication between school and home and in increasing their levels of cultural competence to more effectively communicate with students and their families.

In addition, this turnaround design calls for parents to sign on as Home Coaches and pledge to be the blockers during the 30 minutes of supervised reading time every night for their children—this means blocking out televisions, video games, phones, and any other distractions. The Executive Coach and Leadership Team, CSC and parents will conduct workshops for families. Always a favorite event, parents learn what the CCS

reading color levels mean, how the incentive system works, how to set up successful reading routines at home, and how to ensure their children become avid readers. Parents are encouraged to bring their children of all ages with them and everyone reads together.

Parents and community members are also going to be invited into classrooms first thing each morning and in the afternoons when they pick up their children. This will allow parents to act as true partners with the school in teaching and supporting academic success. It also supports opening up the doors of the school, making it feel more welcoming and more collaborative, giving parents a sense of investment and ownership of the school and their child's learning.

Counselors and social workers will link students and their families to essential wrap-around services to address mental health and basic living issues that negatively impact family functioning and student ability to learn. Elementary school teachers will receive training specifically in how to work with high-need students who have multiple issues that affect behavior and learning. Teachers and counselors will work together to ensure that students and their families are linked to services when needed.

On March 10, 2011, President and Mrs. Obama convened a conference on bullying—bringing to the national spotlight an issue surrounding school and community culture related to bullying and harassment.

“The White House says one-third of the nation's students, or 13 million children, have been bullied. The issue is gaining attention in part because new technologies like Facebook and Twitter are used for bullying, and because of high-profile coverage of teens who committed suicide to escape the taunting.

“Experts say young people who are bullied are more likely to have trouble in school, abuse drugs and alcohol, and have health problems. Obama has tried to tie preventing bullying to his larger education agenda, warning that failing to address the issue puts the nation at risk of falling behind other countries in academics and preparedness for college.”

http://news.yahoo.com/s/ap/20110310/ap_on_re_us/us_obama_bullying_6

In order to combat this toxic and pervasive issue, VBA will partner with the Anti-Defamation League (ADL) and its A WORLD OF DIFFERENCE INSITUTE to support school climate and cultural turnaround aligned with the academic turnaround and to ensure the creation of a respectful, inclusive school community. Each year an experienced ADL consultant will:

- Conduct a needs assessment based on school climate reports as well as data from surveys observations, interviews, and focus groups
- Collaborate with school leaders to plan the year's program
- Provide 10 days of professional development training with the entire school staff and 3 half-day workshops with teachers and parents centered on anti-bias and anti-bullying strategies aligned with recently-adopted state and district policies.
- Provide technical assistance to the principal, counselor and all members of school community as an ongoing "thinking partner" to support the creation and maintenance of an inclusive school culture that supports academic achievement and social development of all students.
- Provide anti-bias and anti-bias resources to members of the school community, including classroom materials teachers can use to support anti-bias and anti-bullying efforts.
- Support VBA in becoming a "No Place for Hate" school, a program that provides opportunities to reach out into the broader community and work to make Camden a "No Place for Hate" city.

Through the anti-bias work school leaders, teachers, staff, and parents will:

1. Develop a common vocabulary for anti-bias education, including issues of diversity, bigotry and discrimination.
2. Develop the capacity to recognize and acknowledge prejudice and discriminatory behavior in themselves and others.
3. Develop and put into practice the skills to confront prejudice and

discriminatory behavior in themselves and others.

4. Examine their school and classroom policies and practices for bias and inequities.
5. Develop the capacity to create and sustain an environment that respects cultural differences, fairness and equity.

Through the anti-bullying work, school leaders, teachers, staff, and parents will:

1. Recognize the impact name-calling and bullying have on the educational experience of all students.
2. Understand their personal responsibility to act as allies to students who are targets of name-calling and bullying.
3. Gain specific tools and strategies for interrupting students' name-calling and bullying behaviors.
4. Evaluate the effectiveness of current policies and programs to deter name-calling and bullying among students.

VBA will be a community oriented school which sees itself as an integral part of the Camden community, as well as a part of the larger community of urban schools. The principal will be a learning leader for the district—opening the doors of VBA to the teachers and leadership teams of the other Camden schools and schools from outside of Camden. VBA will regularly host teams from other schools and cities who are coming to investigate best practices in high performing urban districts. VBA will become a leader in the development of classrooms and schools with open door policies to peer educators.

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be charged with stepping up activities to increase parent participation in school activities and initiatives. Parents will be trained and hired to work as Parent Reading Coaches (PRC) in the classrooms to provide extra support to especially needy students who don't get enough support at home. There will be one PRC for each grade level in the school. This PRC will be crucial both instructionally and as a liaison with the community and families. The PRC will work 10 hours a week over a 30 week year and will be involved with reading coaching, systems organization, and intervention planning. Teachers will receive training in how to improve communication between school and home and in increasing their levels of cultural competence to more effectively communicate with students and their families.

In addition, this turnaround design calls for parents sign on as Home Coaches and pledge to be the blockers during the 30 minutes of supervised reading time every night for their children—this means blocking out televisions, video games, phones, and any other distractions. The Executive Coach and Leadership Team will conduct workshops for families. Always a favorite event, parents learn what the CCS reading color levels mean, how the incentive system works, how to set up successful reading routines at home, and how to ensure their children become avid readers. Parents are encouraged to bring their children of all ages with them and everyone reads together.

Parents and community members are also going to be invited into classrooms first thing each morning and in the afternoons when they pick up their children. This will allow parents to act as true partners with the school in teaching and supporting academic success. The VBA extended daily schedule includes this time for Family/Community Reading. This is a time when parents and family members are welcomed into the school to read with their children, other children in the class, and to work side-by-side with teachers and staff to nurture the culture of literacy that is a VBA goal. It also supports opening up the doors of the school, making it feel more welcoming and more collaborative, giving parents a sense of investment and ownership of the school and their child's learning. VBA aims to partner with parents and families as we attempt to instill academic habits for success and college and career readiness. By opening our doors daily to parents and family members, VBA will become a place of collaboration and community—a joint effort between school

and family.

Counselors and social workers will link students and their families to essential wrap-around services to address mental health and basic living issues that negatively impact family functioning and student ability to learn. Elementary school teachers will receive training specifically in how to work with high-need students who have multiple issues that affect behavior and learning. Teachers and counselors will work together to ensure that students and their families are linked to services when needed.

VBA will also partner with *The Leader in Me* and implement its process for developing the essential life skills and characteristics our students need in order to thrive in the 21st century. The world has entered an era of the most profound and challenging change in human history. In addition, studies have identified what is referred to as a “skills gap”—a difference in how students are prepared for the workforce and the skills and character employers are seeking to match the demands of today’s global economy. *The Leader in Me* will be integrated into the school’s core curriculum and everyday language so that it isn’t “one more thing” teachers and administrators have to do. It will become part of the culture, gaining momentum and producing improved results year after year, by:

- Developing students who have the skills and self-confidence to succeed as leaders in the 21st century.**
- Decreasing discipline referrals.**
- Teaching and developing character and leadership**
- Improving academic achievement.**
- Raising levels of accountability and engagement among both parents and staff.**

The *Leader in Me* process at VBA will also help to create a common language built on proven principle-based leadership skills found in Dr. Stephen R. Covey’s best-selling book, *The 7 Habits of Highly Effective People*:

Habit 1: Be Proactive® • You’re in Charge

Habit 2: Begin With the End in Mind® • Have a Plan

- Habit 3: Put First Things First® • Work First, Then Play**
- Habit 4: Think Win-Win® • Everyone Can Win**
- Habit 5: Seek First to Understand, Then to Be Understood® • Listen Before You Talk**
- Habit 6: Synergize® • Together Is Better**
- Habit 7: Sharpen the Saw® • Balance Feels Best**

Results from *The Leader in Me* are consistent across the board:

- Improved student achievement**
- Significantly enhanced student self-confidence**
- Increase in teacher/administrator job satisfaction**
- Delighted parents**
- Improved school cultures**
- Support from business and community leaders**
- Reduced discipline referrals**

Each one of these is a goal at VBA and the partnership with *The Leader in Me* will support achievement of these goals for all VBA students and adults. In order to do this, VBA will have 5 days of professional development during the first year for all teachers, plus 3 additional days for the Lighthouse Team of approximately 6 staff. In years 2 and 3, there is one day of professional development for the teachers and one day for the Lighthouse Team.

The 7 Habits and Life Skills

What Parents and Business Leaders Want	21 st Century Life Skills	The 7 Habits of Highly Effective People
INDEPENDENCE		<i>Habits 1-3</i>
<ul style="list-style-type: none"> • Goal setting • Organization • Time management • Planning 	<ul style="list-style-type: none"> • Initiative • Responsibility • Self-direction • Personal productivity 	<ul style="list-style-type: none"> • Be Proactive® • Begin With the End in Mind® • Put First Things First®
INTERDEPENDENCE		<i>Habits 4-5</i>
<ul style="list-style-type: none"> • Teamwork • Conflict management • Creativity • Analytical skills 	<ul style="list-style-type: none"> • Problem solving • Communication • Collaboration • Cross-cultural skills 	<ul style="list-style-type: none"> • Think Win-Win® • Seek First to Understand, Then to Be Understood® • Synergize®
RENEWAL		<i>Habit 7</i>
<ul style="list-style-type: none"> • Fun • Desire to learn • Good health and hygiene 	<ul style="list-style-type: none"> • Meaningful work • Emotional stability • Technical skills 	<ul style="list-style-type: none"> • Sharpen the Saw® (Body, Heart, Mind, Spirit)

The PD at VBA will be implemented in conjunction with the PD partners, as well as with CCPS's own internal PD department. SIG1 has shown that CCPS schools and staff members work well with partner organizations, especially those that have a sound belief in their own impermanence—CCPS's goal is to use PD to become self-sustaining and stronger. Partners have skills and resources to share but ultimately CCPS will become stronger by learning to be a vibrant, inclusive, sharing learning organization.

The LEA and CCPS school leaders report to the CCPS Board of Directors monthly. In preparation for these monthly check-ins, CCPS solicits input from school administrators, leadership teams, community members, and families so that the information presented is accurate, representative of reality, and accounts for all current progress.

Beginning August, 2011

Ongoing

- Schools provide PD to ensure that staff members work effectively with partnering organizations.
- LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement

Turnaround SIG Required Activity – 10: Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
Implementation Guidance		
<p>The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA’s evaluation system, and (9) teacher attendance rate.</p>		
Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.</p>	<p>CCPS collects the data related to the 9 leading indicators routinely and stores them in the Genesis system.</p> <p>CCPS and VBA will also utilize Data Alive! as the data management system. Data Alive! allows for a variety of data input formats—including daily data entry by teachers, school system downloads of periodic data such as NJASK or DRA2 scores. All formative assessment data is captured daily as it happens. Teachers enter a variety of data points into Data Alive! every day, allowing the system to provide daily dashboards, daily emails to all stakeholders, and daily reporting capabilities. CCPS will upload other data into Data Alive! prior to the start of the 2011-2012 school year and will continue to upload as data becomes available. Because of the ability to have all data stored in the same system, CCPS and school leaders will be able to compare, contrast, analyze data across years, grades, subgroups, cohorts. And because historical data is also available in Data Alive!, CCPS will be able to compare data from pre SIG2 years to SIG2 years. In addition, daily immediate access to all the data allows CCPS the ability to use data immediately and offer support and intervention in real time—eliminating the disconnect between actions and data reporting.</p>	<p>Data Alive! Training in August, 2011 System up and running and initial data entered by September, 2011</p>
<p>2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.</p>	<p>Between the CCPS data system—Genesis and Data Alive!, CCPS has an established tested data management system that can collect, report, and assist in analysis of all the nine leading data indicators.</p> <p>Fundamental to the success of any leader is her ability to manage and monitor</p>	<p>Data Alive! Training in August, 2011 System up and running and initial data entered by</p>

data. This most certainly applies to schools and classrooms and data will be critical to VBA's instructional leaders—the principal, leadership team, teachers, and parents. In order to become a transformed school, VBA will use data as its backbone—as the language that connects all aspects and conversations in the school. VBA's data use will center on the CCS IRLA—a formative assessment that allows teachers to place students daily on the developmental scope and sequence of CCS thinking acquisition. Teachers, school leadership, and students themselves will know which Common Core Standards each student is working on, allowing for a precision approach to teaching and learning.

Because teachers will know every day exactly what students have mastered, what they are working on mastering, and what they need to learn today in order to master it, they can make real time, immediate instructional decisions because of this data, allowing them to completely differentiate instruction based on individual student needs. With so much formative data available at the tip of their fingers, VBA students will always be working on the brink of their zones of proximal development. In other words, teachers will know at each moment of each day, exactly what it is that each student needs to learn next. This allows for fully focused, precision, targeted instruction and support for each student.

This type of precision also allows the VBA leadership—principal, RTIS, Literacy Coach... exact data about the state of RTI in the building—which students are making accelerated progress. This allows them the real time ability to allocate resources in effective and efficient ways. Administrators and teachers will be trained in how to better use this type of data to tailor instruction to student needs, gathering information that offers immediate feedback on student progress and learning. Data management teams have already been established for all Camden schools, with a district-wide data management team overseeing the site teams. Now VBA will be able to operate with quick daily response to immediate data.

VBA will use Data Alive! as its data management system and this will allow storage of, access to, and manipulation of all data collected formatively or periodically.

Data Alive! is able to house all data and data can be added to the system as needed. Because Data Alive! data is live and real-time, it allows principals and teachers to take a quick temperature of student progress on a daily basis. VBA will store the following at a minimum:

- CCS IRLA thinking levels
- NJASK scores
- Learnia scores
- DRA2 scores
- Access scores
- Benchmark scores
- RTIF data
- Reading Practice (amount of time spent reading)
- Home Reading
- Home Contract
- Rate of Reading Growth
- Frequency and dates of logins
- Principal participation and leadership data
- Teacher participation data
- Leadership Team's 100 Hours of Classroom Practice data
- Principal and teacher Professional Learning Group data

The important part of a data management system is the ability to compare and monitor data immediately and continuously. Data Alive! allows principals, teachers, and district leaders the framework for seeing all the data being collected, comparing this data, and using the data to predict performance. The data in Data Alive! can be sorted in many ways—by students, by classrooms, by teachers, by grade, by subgroup categorization, and by target attainment. Because the data is always live and real-time, instructional leaders see it daily—allowing them to change interventions and instructional plans and systems immediately when they aren't working and to support what is working.

Types of data collection and impact of establishing a data management

system

The Data Alive! system provides formative, actionable data in real time to support instructional practices that improve student performance. Designed for maximum ease of use, Data Alive! makes data part of an ongoing cycle of instructional improvement by bridging the gaps between data collection, data analysis, data reporting, and the implementation of data-driven curriculum and instruction. Designed to complement other data collection and reporting systems, teachers and school leaders input data into Data Alive! that are organized and reported through useful metrics for planning instruction and targeted interventions.

Data Alive! provides the principal as well as the district leadership with a daily dashboard via email that shares the following information:

- Percentage of students in the school reaching the daily target for Reading Practice (time spent reading)
- Percentage of students in the school reaching the daily target for Reading Proficiency (reading on grade level)
- Average Rate of Growth for students by classroom and by grade level
- Names of students reaching milestones for Reading Practice (time spent reading)
- Electronic Data Walls that show real time school data graphed by grade and CCS level
- Quarterly Reports that summarize data for school leadership and teachers to use
- Other school or district defined data sets

- On Target for CCS Reading Level: Data Alive! tracks the rate of every student's reading progress every day and reports the data by student, by classroom, by school, and by sub-group. Whenever a student changes CCS reading levels, the new level is entered into the system. Because the CCS reading levels are independent and based on the rigorous Common Core Standards, they are highly predictive of state assessment results. Data Alive!

provides real-time data that measure student progress *within* each reading level by carefully-calibrated “months” of growth keyed to targeted skills – giving daily insight into what to do for students not reading on grade-level and what to do in order to accelerate the growth of those who are. School leaders, teachers, reading specialists, and other staff members convene every week to analyze rates of reading progress for every student to track the effectiveness of interventions and to make immediate corrections when warranted.

- On Target for Reading Practice: Data Alive! tracks the progress of every student in meeting targets for independent reading practice (steps read) both at school and at home—in other words, how much time students spend reading independently at their independent reading level. Since research shows that students can increase their reading level by 2.66 years through reading an hour a day at independent reading level, this is a key metric VBA will monitor.

- On Target for Reading Growth: Data Alive! tracks each student’s rate of reading growth. Of course, VBA expects each student to make a month’s worth of progress for each month of school. However, for students who are below grade level in reading, this is not enough. The goal of VBA is to double and triple the historical rates of reading growth for all students. Data Alive! allows monitoring of these rates—by individual students, by teachers, and by grade levels. This type of view on data allows the Leadership Team to see daily exactly which students aren’t making enough progress, which teachers are and aren’t able to effect accelerated progress, and therefore design support and interventions to accelerate growth for all.

- Electronic Data Walls: Data Walls are crucial for RTI and are visual reminders, locating systems, and progress monitoring spaces to track accelerated progress toward the goal of every student thinking with the depth and breadth required by the Common Core Standards. Data Alive! allows

Electronic Data Walls to be created at will, enabling school and District leadership to see progress across category—for example, how many Tier 3 students are now in Tier 2, how many Tier 1 students are now ahead of grade level.... They walls also allow school and District teams to view pockets of instructional successes and challenges that give them the immediate ability to make decisions about student placement, teacher and programmatic effectiveness....

- Quarterly Reports: Data Alive! generates Quarterly Reports that summarize quarterly progress across the 3 key metrics—reading volume, grade level reading, and reading growth. These reports allow the District and school leadership teams to see snapshots of progress, compare progress across classrooms, see where their areas of strength and challenge are. These reports give the District a view into the school that is more periodic and summative than the daily Data Alive! information—allowing them a window into SIG2 program implementation.

- School or District Defined Data Sets: Schools and districts can include data sets of their choice in Data Alive! (e.g., DRA levels, state test scores). Data Alive! provides charts and analyses of these data and provides side-by-side comparison of all data sets.

In addition to the above information, Data Alive! enables the following:

- *Teachers* use Data Alive! to focus their conferences with individual students and to design individual, small group, and whole group instruction targeted to the development of specific CCS thinking skills. The formative data in Data Alive! tell teachers where *every* student stands *every* day without having to wait for the results of standardized tests. Teachers also use Data Alive! data to assess and monitor their impact as teachers and to promote their ongoing professional development by focusing on the connections between

their practice and evidence of student learning in real time.

- *Students* come to know exactly where they are, where they need to be, and most importantly, what are the steps that lie between the two. Data Alive! supports students in becoming independent, self-monitoring readers and learners. Ownership and responsibility for learning shift to the students, allowing teachers to become facilitators of learning.
- *Parents* are able to monitor their child's performance and as a roadmap for how they can best support their children as readers and learners.
- *Principals* use Data Alive! data to target their support for struggling teachers and to ensure the wise and effective use of available resources.
- *School District Leaders* use Data Alive! data to ensure excellence and equity in *all* schools in the community – through healthy competition and meaningful incentives provided to schools, school leaders, teachers, students, and families. District leaders use Data Alive! data to guide decisions regarding interventions required by particular schools and to provide evidence of accountability for their expenditures of state and federal funds. They use Data Alive! to gather crucial information about the depth and breadth of real reading in both informational and literature texts and as a window into the discrete skill sets necessary for students to become sophisticated thinkers and to move from proficient to advanced levels in the content areas.

<p>Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.</p> <p>Implementation Guidance</p> <p>The strategies include:</p> <ul style="list-style-type: none"> (i) Any of the required and permissible activities under the turnaround model; (ii) A new school model (e.g., themed, STEM academy). (iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or (iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). 		
Evidence of Implementation Indicators	Implementation Description	Timeline
VBA will implement a schoolwide RtI framework.	As described above, VBA is implementing a schoolwide Response to Intervention Framework as the heart of the turnaround model.	Beginning August, 2011
CCPS will conduct District Status Checks to check SIG2 implementation.	CCPS leadership, including the Superintendents, Deputy Superintendent, Assistant Superintendents, Directors, and Supervisors will conduct periodic Status Checks for SIG2 implementation. In addition, CCPS leadership will meet monthly with VBA administration to monitor fidelity of SIG2 implementation.	Beginning September, 2011
The school will establish CCS best practices model classrooms that will show rigor in implementation of best practices as well as measurable student growth outcomes.	VBA will select three teachers within the school whose classrooms will serve as model literacy classrooms and 9 classrooms for model mathematics classrooms for both the other VBA teachers, as well as teachers from across Camden City. These classrooms will receive materials and PD support above and beyond the delivery to other classrooms. Teachers will be chosen because they have demonstrated the ability to double or triple student CCS rates of growth. Model classroom	Selection of model classrooms: May 2011 Training for model classrooms:

	<p>teachers will serve as models and mentors for other teachers, and will have an open door policy, allowing learners to join them at any time. Model classroom teachers are eligible for a portion of the mini-grants, upon successful establishment of the model classroom and measurable student growth by the end of the school year.</p>	<p>August 2011 Implementation of model classrooms: September – October 2011</p>
<p>VBA instructional practices will impact ELL students as well as classified students.</p>	<p>As the research for RtI indicates, special education students and ELL students require the same best practices found in effective Tier 1 instruction and Tier 2 and 3 interventions. All VBA practices will occur in special education classrooms and with special education teachers and ESL teachers. All students will have access to the same instructional quality and will be held to the same standards for rate of growth. Part of the VBA mandate is to diminish numbers of referrals to special education so VBA will monitor progress of all students closely. The implementation of the proposed model will do just that.</p>	<p>Beginning August, 2011</p>

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	NJASK-6	20.0%	22.0%	24.2%	26.6%	NJASK-6	32.7%	36.0%	39.6%	43.5%
Students with Disabilities	NJASK-6	10.0%	11.0%	12.1%	13.3%	NJASK-6	9.0%	9.9%	10.9%	12.0%
Limited English Proficient Students	NJASK-6	0.0%	10.0%	11.0%	12.1%	NJASK-6	0.0%	10.0%	11.0%	12.1%
White	NJASK-6	0.0%	10.0%	11.0%	12.1%	NJASK-6	0.0%	10.0%	11.0%	12.1%
African-American	NJASK-6	10.5%	11.6%	12.7%	14.0%	NJASK-6	31.6%	34.8%	38.2%	42.1%
Asian/Pacific Islander	NJASK-6	n/a	n/a	n/a	n/a	NJASK-6	n/a	n/a	n/a	n/a
American Indian/Native American	NJASK-6	n/a	n/a	n/a	n/a	NJASK-6	n/a	n/a	n/a	n/a
Hispanic	NJASK-6	26.3%	28.9%	31.8%	35.0%	NJASK-6	35.9%	39.5%	43.4%	47.8%
Others	NJASK-6	n/a	n/a	n/a	n/a	NJASK-6	n/a	n/a	n/a	n/a
Economically Disadvantaged	NJASK-6	20.7%	22.8%	25.0%	27.6%	NJASK-6	31.7%	34.9%	38.4%	42.2%

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <u>Grade 7</u>										
Total Students	NJASK-7	24.0%	26.4%	29.0%	31.9%	NJASK-7	32.7%	36.0%	39.6%	43.5%
Students with Disabilities	NJASK-7	0.0%	10.0%	11.0%	12.1%	NJASK-7	0.0%	10.0%	11.0%	12.1%
Limited English Proficient Students	NJASK-7	0.0%	10.0%	11.0%	12.1%	NJASK-7	0.0%	10.0%	11.0%	12.1%
White	NJASK-7	66.7%	73.4%	80.7%	88.8%	NJASK-7	33.0%	36.3%	39.9%	43.9%
African-American	NJASK-7	33.3%	36.6%	40.3%	44.3%	NJASK-7	16.7%	18.4%	20.2%	22.2%
Asian/Pacific Islander	NJASK-7	0.0%	10.0%	11.0%	12.1%	NJASK-7	100%	100%	100%	100%
American Indian/Native American	NJASK-7	n/a	n/a	n/a	n/a	NJASK-7	n/a	n/a	n/a	n/a
Hispanic	NJASK-7	20.5%	22.6%	24.8%	27.3%	NJASK-7	12.6%	13.9%	15.2%	16.8%
Others	NJASK-7	n/a	n/a	n/a	n/a	NJASK-7	n/a	n/a	n/a	n/a
Economically Disadvantaged	NJASK-7	23.7%	26.1%	28.7%	31.5%	NJASK-7	14.1%	15.5%	17.1%	18.8%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATHEMATICS			
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: Grade 8										
Total Students	NJASK-8	33.1%	36.4%	40.1%	44.1%	NJASK-8	25.0%	27.5%	30.3%	33.3%
Students with Disabilities	NJASK-8	3.1%	3.4%	3.8%	4.1%	NJASK-8	0.0%	10.0%	11.0%	12.1%
Limited English Proficient Students	NJASK-8	20.8%	22.9%	25.2%	27.7%	NJASK-8	4.2%	4.6%	5.1%	5.6%
White	NJASK-8	0.0%	10.0%	11.0%	12.1%	NJASK-8	0.0%	10.0%	11.0%	12.1%
African-American	NJASK-8	35.3%	38.8%	42.7%	47.0%	NJASK-8	21.9%	24.1%	26.5%	29.1%
Asian/Pacific Islander	NJASK-8	0.0%	10.0%	11.0%	12.1%	NJASK-8	0.0%	10.0%	11.0%	12.1%
American Indian/Native American	NJASK-8	n/a	n/a	n/a	n/a	NJASK-8	n/a	n/a	n/a	n/a
Hispanic	NJASK-8	33.0%	36.3%	39.9%	43.9%	NJASK-8	25.5%	28.1%	30.9%	33.9%
Others	NJASK-8	n/a	n/a	n/a	n/a	NJASK-8	n/a	n/a	n/a	n/a
Economically Disadvantaged	NJASK-8	31.4%	34.5%	38.0%	41.8%	NJASK-8	24.4%	26.8%	29.5%	32.5%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools
Percentage of students scoring proficient or above.

Name of School: Veterans Business Academy

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATHEMATIC S			
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <u>6</u>										
Total Students	Learnia Classview A	2.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Students with Disabilities	Learnia Classview A	0.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Limited English Proficient Students	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
White	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
African-American	Learnia Classview A	12.0%	13.2%	14.5%	16.0%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Asian/Pacific Islander	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Hispanic	Learnia Classview A	0.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Others	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Classview A	3.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%

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ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <u>7</u>										
Total Students	Learnia Classview A	1.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Students with Disabilities	Learnia Classview A	0.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Limited English Proficient Students	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
White	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
African-American	Learnia Classview A	0.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Asian/Pacific Islander	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Hispanic	Learnia Classview A	2.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Others	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Classview A	6.0%	6.6%	7.3%	8.0%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Classview A	6.0%	6.6%	7.3%	8.0%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Students with Disabilities	Learnia Classview A	0.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Limited English Proficient Students	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
White	Learnia Classview A	0.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
African-American	Learnia Classview A	0.0%	5.0%	5.5%	6.1%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Asian/Pacific Islander	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Hispanic	Learnia Classview A	8.0%	8.8%	9.7	10.6%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%
Others	Learnia Classview A	n/a	n/a	n/a	n/a	Learnia Classview A	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Classview A	6.0%	6.6%	7.3%	8.0%	Learnia Classview A	0.0%	5.0%	5.5%	6.1%

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ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <u>6</u>										
Total Students	Learnia Benchmark -1	3.0%	10.0%	15.0%	22.5%	Learnia Benchmark -1	10.0%	15.0%	22.5%	33.8%
Students with Disabilities	Learnia Benchmark -1	0.0%	5.0%	5.5%	6.1%	Learnia Benchmark -1	0.0%	5.0%	5.5%	6.1%
Limited English Proficient Students	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
White	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
African-American	Learnia Benchmark -1	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark -1	0.0%	10.0%	15.0%	22.5%
Asian/Pacific Islander	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark -1	4.0%	10.0%	15.0%	22.5%	Learnia Benchmark -1	18.0%	27.0%	40.5%	60.8%
Others	Learnia Benchmark -1	n/a	n/a	n/a	n/a	Learnia Benchmark -1	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark -1	4.0%	10.0%	15.0%	22.5%	Learnia Benchmark -1	14.0%	21.0%	31.5%	47.3%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <u>6</u>										
Total Students	Learnia Benchmark- 3	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark- 3	5.0%	10.0%	15.0%	22.5%
Students with Disabilities	Learnia Benchmark- 3	0.0%	5.0%	5.5%	6.0%	Learnia Benchmark- 3	0.0%	5.0%	5.5%	6.0%
Limited English Proficient Students	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark- 3	n/a	n/a	n/a	n/a
White	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark- 3	0.0%	10.0%	15.0%	22.5%
African-American	Learnia Benchmark- 3	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark- 3	0.0%	10.0%	15.0%	22.5%
Asian/Pacific Islander	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark- 3	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark- 3	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark- 3	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark- 3	5.0%	10.0%	15.0%	22.5%
Others	Learnia Benchmark- 3	n/a	n/a	n/a	n/a	Learnia Benchmark- 3	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark- 3	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark- 3	4.0%	10.0%	15.0%	22.5%

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ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <u>7</u>										
Total Students	Learnia Benchmark-1	3.0%	10.0%	15.0%	22.5%	Learnia Benchmark-1	1.0%	10.0%	15.0%	22.5%
Students with Disabilities	Learnia Benchmark-1	0.0%	5.0%	5.5%	6.0%	Learnia Benchmark-1	0.0%	5.0%	5.5%	6.0%
Limited English Proficient Students	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
White	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
African-American	Learnia Benchmark-1	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark-1	0.0%	10.0%	15.0%	22.5%
Asian/Pacific Islander	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark-1	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark-1	2.0%	10.0%	15.0%	22.5%
Others	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark-1	0.0%	10.0%	15.0%	22.5%	Learnia Benchmark-1	1.0%	10.0%	15.0%	22.5%

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Date: March 2011

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ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 7										
Total Students	Learnia Benchmark-3	6.0%	10.0%	15.0%	22.5%	Learnia Benchmark-3	4.0%	10.0%	15.0%	22.5%
Students with Disabilities	Learnia Benchmark-3	0.0%	5.0%	5.5%	6.0%	Learnia Benchmark-3	8.0%	8.8%	9.7%	10.6%
Limited English Proficient Students	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
White	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
African-American	Learnia Benchmark-3	13.0%	14.3%	15.7%	17.3%	Learnia Benchmark-3	0.0%	10.0%	15.0%	22.5%
Asian/Pacific Islander	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark-3	6.0%	10.0%	15.0%	22.5%	Learnia Benchmark-3	4.0%	10.0%	15.0%	22.5%
Others	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Economically	Learnia Benchmark-3	7.0%	10.0%	15.0%	22.5%	Learnia Benchmark-3	3.0%	10.0%	15.0%	22.5%

GRADE SPAN & SUBGROUP		LANGUAGE ARTS			MATHEMATICS						
For Each Grade Span: _____ 7		Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Disadvantaged											

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ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP		LANGUAGE ARTS			MATHEMATICS						
For Each Grade Span: _____ 8		Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia Benchmark-1	12%	18%	27%	40.5%	7%	Learnia Benchmark-1	7%	10%	15%	22.5%
Students with Disabilities	Learnia Benchmark-1	0.0%	5.0%	5.5%	6.0%	0.0%	Learnia Benchmark-1	0.0%	5.0%	5.5%	6.0%
Limited English Proficient Students	Learnia Benchmark-1	n/a	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
White	Learnia Benchmark-1	0%	10%	15%	22.5%	0%	Learnia Benchmark-1	0%	10%	15%	22.5%
African-American	Learnia Benchmark-1	15%	22.5%	33.8%	50.6%	0%	Learnia Benchmark-1	0%	10%	15%	22.5%
Asian/Pacific Islander	Learnia Benchmark-1	n/a	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a

GRADE SPAN & SUBGROUP		LANGUAGE ARTS			MATHEMATICS						
For Each Grade Span: <u>8</u>		Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
American Indian/Native American	1	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Hispanic	1	Learnia Benchmark-1	12%	18%	27%	40.5%	Learnia Benchmark-1	10%	15%	22.5%	33.8%
Others	1	Learnia Benchmark-1	n/a	n/a	n/a	n/a	Learnia Benchmark-1	n/a	n/a	n/a	n/a
Economically Disadvantaged	1	Learnia Benchmark-1	14%	21%	31.5%	47.3%	Learnia Benchmark-1	6.0%	10%	15%	22.5%

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Date: March 2011

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ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above. Benchmark 2 was not administered in 2010-11

GRADE SPAN & SUBGROUP		LANGUAGE ARTS			MATHEMATICS						
For Each Grade Span: <u>8</u>		Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	3	Learnia Benchmark-3	5.0%	10%	15%	22.5%	Learnia Benchmark-3	1.0%	10%	15%	22.5%
Students with Disabilities	3	Learnia Benchmark-3	0.0%	5.0%	5.5%	6.0%	Learnia Benchmark-3	0.0%	5.0%	5.5%	6.0%

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 8										
Limited English Proficient Students	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
White	Learnia Benchmark-3	0.0%	10%	15%	22.5%	Learnia Benchmark-3	0.0%	10%	15%	22.5%
African-American	Learnia Benchmark-3	8.0%	10%	15%	22.5%	Learnia Benchmark-3	0.0%	10%	15%	22.5%
Asian/Pacific Islander	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
American Indian/Native American	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Hispanic	Learnia Benchmark-3	5.0%	10%	15%	22.5%	Learnia Benchmark-3	2.0%	10%	15%	22.5%
Others	Learnia Benchmark-3	n/a	n/a	n/a	n/a	Learnia Benchmark-3	n/a	n/a	n/a	n/a
Economically Disadvantaged	Learnia Benchmark-3	7.0%	10%	15%	22.5%	Learnia Benchmark-3	2.0%	10%	15%	22.5%

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

***Classview B results unavailable at the time of submission. Results will be used to create targets.**

GRADE SPAN & SUBGROUP	LANGUAGE ARTS		MATHEMATICS			
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	2014 Target
For Each Grade Span: <u>6</u>						
Total Students	Learnia Classview B	*	*	*	*	*
Students with Disabilities	Learnia Classview B	*	*	*	*	*
Limited English Proficient Students	Learnia Classview B	*	*	*	*	*
White	Learnia Classview B	*	*	*	*	*
African-American	Learnia Classview B	*	*	*	*	*
Asian/Pacific Islander	Learnia Classview B	*	*	*	*	*
American Indian/Native American	Learnia Classview B	*	*	*	*	*
Hispanic	Learnia Classview B	*	*	*	*	*
Others	Learnia Classview B	*	*	*	*	*
Economically Disadvantaged	Learnia Classview B	*	*	*	*	*

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools Name of School: Veterans Business Academy

Percentage of students scoring proficient or above.

*Classview B results unavailable at the time of submission. Results will be used to create targets.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS		MATHEMATICS			
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	2014 Target
For Each Grade Span: 7						
Total Students	Learnia Classview B	*	*	*	*	*
Students with Disabilities	Learnia Classview B	*	*	*	*	*
Limited English Proficient Students	Learnia Classview B	*	*	*	*	*
White	Learnia Classview B	*	*	*	*	*
African-American	Learnia Classview B	*	*	*	*	*
Asian/Pacific Islander	Learnia Classview B	*	*	*	*	*
American Indian/Native American	Learnia Classview B	*	*	*	*	*
Hispanic	Learnia Classview B	*	*	*	*	*
Others	Learnia Classview B	*	*	*	*	*
Economically Disadvantaged	Learnia Classview B	*	*	*	*	*

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools

Name of School: Veterans Business Academy

Percentage of students scoring proficient or above.

*Classview B results unavailable at the time of submission. Results will be used to create targets.

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 8										
Total Students	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
Students with Disabilities	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
Limited English Proficient Students	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
White	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
African-American	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
Asian/Pacific Islander	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
American Indian/Native American	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
Hispanic	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
Others	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*
Economically Disadvantaged	Learnia Classview B	*	*	*	*	Learnia Classview B	*	*	*	*

Date: March 2011

ANNUAL STUDENT TARGETS

LEA : Camden City Public Schools Name of School: Veterans Business Academy

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS																					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target																
For Each Grade Span: Grade 6-8																										
Total Students		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
Students with Disabilities		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
Limited English Proficient Students	ACCESS % Exiting in ≤ 4yrs or ≥ 5yrs	<table border="1"> <tr> <td>≤ 4yrs</td> <td>≥ 5yrs</td> </tr> <tr> <td>3.8%</td> <td>0.0%</td> </tr> </table>	≤ 4yrs	≥ 5yrs	3.8%	0.0%	<table border="1"> <tr> <td>≤ 4yrs</td> <td>≥ 5yrs</td> </tr> <tr> <td>4.0%</td> <td>5%</td> </tr> </table>	≤ 4yrs	≥ 5yrs	4.0%	5%	<table border="1"> <tr> <td>≤ 4yrs</td> <td>≥ 5yrs</td> </tr> <tr> <td>4.4%</td> <td>5.1%</td> </tr> </table>	≤ 4yrs	≥ 5yrs	4.4%	5.1%	<table border="1"> <tr> <td>≤ 4yrs</td> <td>≥ 5yrs</td> </tr> <tr> <td>4.8%</td> <td>6.0%</td> </tr> </table>	≤ 4yrs	≥ 5yrs	4.8%	6.0%		n/a	n/a	n/a	n/a
≤ 4yrs	≥ 5yrs																									
3.8%	0.0%																									
≤ 4yrs	≥ 5yrs																									
4.0%	5%																									
≤ 4yrs	≥ 5yrs																									
4.4%	5.1%																									
≤ 4yrs	≥ 5yrs																									
4.8%	6.0%																									
White		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
African-American		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
Asian/Pacific Islander		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
American Indian/Native American		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
Hispanic		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
Others		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																
Economically Disadvantaged		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a																

Form S-9

Use only one model template for each school.

Date: _____ Page _____ of _____

PROJECT ACTIVITY PLAN - TURNAROUND

LEA: _____ Name of School: Veterans Business Academy

<p>SIG Required Activity – 1 Turnaround</p>	<p>Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</p>						
<p>SMART Goal:</p>	<p>1.1 The VBA principal will run the school as an effective building manager and instructional leader through modeling, mentoring, and monitoring.</p>						
<p>Indicators of Success:</p>	<p>1.1.A 90%+ of VBA students will read for one hour every day during the week and at least 30 minutes over the weekend. 1.1.B. The VBA principal will attend 80% of RTIF PD and will lead at least 40% of sessions attended. 1.1.C. Every VBA student will have an accelerated rate of reading and math growth when compared to historical rates of reading and math growth. 1.1.D. VBA will meet its CCS grade level and NJASK goals yearly in all grades.</p>						
<p>SBR Practice to Address Goal:</p>	<p>Rate candidates on the 21 crucial leadership skills (Criterion Checklist) prior to hiring and use to hire an effective principal. (Waters, T., Marzano, R. J., & McNulty, B. (2003). <i>Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement</i>. Aurora, CO: Mid-continent Research for Education and Learning; Waters, T., Marzano, R. J., & McNulty, B. (2005). <i>School Leadership That Works: From Research to Results</i>. Alexandria, VA: ASCD.)</p>						
<p>Description of Action Steps</p>	<p>Person(s) Responsible</p>	<p>Resources (List all items from budget with page #)</p>	<p>Documentation</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>
<p>1 Format the SIG2 hiring criterion checklist</p>	<p>CCPS Leadership Team—Superintendent, Asst. Superintendent, Directors</p>	<p>Support and time from CCPS Leadership, checklist samples from other districts; Budget Detail Form A</p>	<p>Criterion Checklist</p>	<p>X</p>			
<p>2 Post, recruit, interview, and hire VBA principal</p>	<p>CCPS Leadership Team</p>	<p>CCPS hiring process, Budget Detail Form A</p>	<p>Interview and hiring records</p>	<p>X</p>			
<p>3 CCPS Leadership Team, Principal, School Leadership Team meet in the summer to plan implementation and will attend summer</p>	<p>CCPS Leadership Team</p>	<p>Support and time from CCPS Leadership; Budget Detail Form A</p>	<p>Meeting records, attendance records</p>	<p>X</p>			

SIG Required Activity – 2 Turnaround		Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.						
SMART Goal:		At least 80% of staff will have classroom rate of growth averages that are accelerated (at least 1.5 years of growth per year) in reading and math.						
Indicators of Success:		<ol style="list-style-type: none"> Average Classroom Rates of Growth > 1.5 years per school year. VBA will meet its grade level and NJASK targets yearly. 						
SBR Practice to Address Goal:		VBA staff are carefully selected based on CCPS effectiveness criterion and are then mentored and monitored daily toward rate of growth goal.						
(Marzano, R. J. (2003). <i>What works in schools: Translating research into action</i> . Alexandria, VA: ASCD.)								
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Define effectiveness criteria for teachers and staff	CCPS Leadership Team and principal	CCPS Leadership support and time. Budget Detail Form A	Criterion Checklist, Teacher Expertise Continuum	X			
2	Assess existing staff based on effectiveness criteria	CCPS Leadership Team and principal	Effectiveness checklist; CCPS Leadership support and time. Budget Detail Form A	Criterion Checklist, Data Alive! data,	X			
3	Determine staffing changes needed.	CCPS Leadership Team and principal	CCPS Leadership support. Budget Detail Form A	Criterion Checklist	X			
4	Post, recruit, interview and hire new staff.	CCPS Leadership Team and principal	CCPS hiring process. Budget Detail Form A	Hiring and interview records.	X			
5	Monitor progress of staff on an on-going basis. Teachers will develop and follow their Leadership Portfolios.	Principal	Data Alive!; daily data entry by all teachers; Budget Detail Form C	<i>Daily:</i> Data Alive! data— student volume data, student rate of growth data, CCS grade level data; <i>Quarterly:</i> Learnia, Access, and DRA2 data; Teacher Expertise Continuum, Principal Learning Walks, Leadership Portfolios.	X	X	X	X
6	Weekly Grade, Leadership Team, and RtI meetings will occur, allowing for continuous dialogue around teacher effectiveness and students growth.	Principal	Data Alive! real time student data; Budget Detail Form C	Meeting sign in sheets	X	X	X	X
7	Collegial Conferencing will occur weekly	Principal, Instructional Leadership Team	Schedules; Budget Detail Form A	Collegial Conferencing Schedules	X	X	X	X

SIG Required Activity – 3 Turnaround		Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.						
SMART Goal:		At least 80% of staff will have the desire to learn skills or have the skills to effect classroom rate of growth averages that are accelerated (at least 1.5 years of growth per year) in reading and math.						
Indicators of Success:		<ol style="list-style-type: none"> 1. Average Classroom Rates of Growth > 1.5 years per school year. 2. VBA will meet its grade level and NJASK targets yearly. 						
SBR Practice to Address Goal:		VBA staff are carefully selected based on CCPS effectiveness criterion and are then mentored and monitored daily toward rate of growth goal.						
(Marzano, R. J. (2003). <i>What works in schools: Translating research into action</i> . Alexandria, VA: ASCD.)								
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Define effectiveness criteria for teachers and staff	CCPS Leadership Team and principal	CCPS Leadership support and time; Budget Detail Form A	Criterion Checklist, Teacher Expertise Continuum	X			
2	Monitor progress of staff on an on-going basis.	Principal	Teacher Expertise Continuum; Budget Detail Form C	<i>Daily</i> : Data Alive! data— student volume data, student rate of growth data, CCS grade level data; <i>Quarterly</i> : Learnia, Access, and DRA2 data; Teacher Expertise Continuum	X	X	X	X
3	Develop and make public incentive plans for staff. Continue to incentivize staff throughout the year. Incentives may include conference attendance.	Principal, School Leadership Team	Incentives to offer, creativity; Budget Detail Forms D,	Incentive Forum plans	X	X	X	X
4	Identify Model Classrooms for math and literacy and provide materials and PD support.	Principal	Partner organization; Budget Detail Forms C, D	Model Classroom Evaluations	X	X	X	X
5	Determine criteria and make public performance-based mini-grants and other incentives. Monitor progress along criteria quarterly.	CCPS Leadership Team and Principal	Planning work with CCPS Leadership Team and School Leadership Team; Budget Detail Forms D, F	Data Alive! data, Teacher Expertise Continuum. RTIF participation records, Learnia, Access and DRA2 data; Teacher Evaluation records	X	X	X	X
6	Develop and make public performance-based dismissals.	CCPS leadership Team, Principal, Camden Education Association	CCPS hiring process; Budget Detail Form A	Meeting records, Dismissal Plans	X			
7	Target professional support to both high	Principal, RTIF partners,	Provider support—providers	RTIF participation records,	X	X	X	X

	achieving teachers and underperforming teachers.	School Leadership Team	with demonstrated track records. Budget Detail Form C	meeting records, professional development schedules.			
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<p>SIG Required Activity – 4 Turnaround</p>	<p>Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>						
<p>SMART Goal:</p>	<p>All VBA teachers will lead their classrooms and student learning as both classroom organizational managers and classroom instructional leaders.</p>						
<p>Indicators of Success:</p>	<p>1.1.A 90%+ of VBA students will read for one hour every day during the week and at least 30 minutes over the weekend. 1.1.B. Every VBA student will have an accelerated rate of reading and math growth when compared to historical rates of reading and math growth. 1.1.C VBA will meet its grade level and NJASK goals yearly in all grades. Teachers will receive job-embedded professional development support on at least 80% of their days in school.</p>						
<p>SBR Practice to Address Goal:</p>	<p>(Marzano, R.J. (2009). <i>On Excellence in Teaching</i>. Alexandria, VA: ASCD; M.J. (2006). <i>Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning</i>, Alexandria, VA: ASCD; Kennedy, M. (1997). <i>Defining Optimal Knowledge for Teaching Science and Mathematics</i> (Research Monograph 10). Madison, WI: National Institute for Science Education, University of Wisconsin.).</p>						
<p>Description of Action Steps</p>	<p>Person(s) Responsible</p>	<p>Resources (List all items from budget with page #)</p>	<p>Documentation</p>	<p>Q1</p>	<p>Q2</p>	<p>Q3</p>	<p>Q4</p>
<p>1 CCPS will contract only with PD providers who have demonstrated capacity to increase student achievement through supporting teacher and leadership knowledge and expertise development.</p>	<p>CCPS Leadership Team</p>	<p>Provider results and references; Budget Detail Forms C, D</p>	<p>PD provider research documentation.</p>	<p>X</p>			
<p>2 School will schedule PD with all providers and district PDers.</p>	<p>Principal</p>	<p>Provider Project Manager; Budget Detail Forms C, D</p>	<p>PD documentation and records</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>3 80% of PD will be in classrooms, elbow to elbow with teachers.</p>	<p>Principal, Instructional Leaders</p>	<p>Providers who are successful with RTIF; Budget Detail Forms C, D</p>	<p>PD documentation and records</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>4 The focus of all PD will be successive approximation to goal—teachers will demonstrate learning progress from session to session.</p>	<p>Principal, Instructional Leaders, PD providers</p>	<p>Providers who share this vision; Budget Detail Forms C, D</p>	<p>Teacher Expertise Continuum, increases in student rates of growth, Principal Learning Walks, District Learning Walks</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>5 All PD will focus on the integration and implementation of Common Core Standards</p>	<p>Principal, Instructional Leaders, PD providers</p>	<p>Providers who are already using CCS; Budget Detail Forms C, D</p>	<p>IRLA CCS documentation, student performance on periodic and formative assessments</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

6	Instructional staff and leadership will develop individual Learning Portfolios, along which they will track their progress toward goals.	Principal, Instructional Leadership, Instructional Staff	Expert guidance; collegial learning environment; Budget Detail Form C	Road Map copies.	X	X	X	X
7	Principal and Instructional Leadership will implement PD modeled practices: <ul style="list-style-type: none"> Monthly Status Checks and Learning Walks 100 hours of Classroom Practice Levels Checks Case Study Weekly Data and RTI meetings Monthly Professional Learning Group Learning Lab site 	Principal and Instructional Leaders	Building management support, allowing Principal to focus on instruction; Budget Detail Forms C, D	Learning Walk, Status Check documentation, Data Alive! data, sign in sheets, IRLA CCS pages	X	X	X	X
8	Principal and Instructional Leadership will attend at least 80% of the RTIF professional development	Principal	Building management support; Budget Detail Form C	PD attendance logs	X	X	X	X
9	Teachers will attend 100% of the RTIF professional development.	Principal	Building organizational and management support; Budget Detail Form C	PD attendance logs	X	X	X	X
10	Principal, Instructional Leadership and Staff will institute weekly and monthly Collegial Conferencing	Principal and Instructional Leaders	Project leader—the RTIS who will spearhead this; Budget Detail Form C	Collegial Conferencing records, rate of growth progress	X	X	X	X
11	Principals, Instructional Leadership and Staff can strive to obtain Turnaround and Exemplary Teacher Certification	Principal, Instructional Leaders and Staff	Provider with certification capabilities; Budget Detail Form C	Students meet the rate of growth and periodic assessment targets.	X	X	X	X
12	Instructional Leadership and Instructional Staff will attend summer planning and training sessions and after school training.	CCPS Leadership Team, Principal	CCPS support; Budget Detail Forms A, C	Attendance records	X			

SIG Required Activity – 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.							
SMART Goal:	The principal will lead VBA in concert with the new district support structures as well as with a strong school Leadership Team.							
Indicators of Success:	<ol style="list-style-type: none"> The SPM will work at least weekly at VBA. The CCPS Leadership Team will implement quarterly Learning Walks 							
SBR Practice to Address Goal:	CCPS will provide effective district level support that demonstrates the following characteristics that show statistical evidence of a positive relationship between district leadership and student achievement: 1) Collaborative goal setting; 2) Non-negotiable goals for achievement and instruction; 3) Board alignment and support of district goals 4) Monitoring goals for achievement and instruction 5) Use of resources to support achievement and instruction goals.							
(Waters, T. & Marzano, R.J. (2006). <i>School District Leadership That Works</i> . McREL)								
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4	
1 Develop hiring criteria, describe, post, hire, and recruit Supervisor of Performance Management.	CCPS Leadership Team	CCPS hiring process; Budget Detail Form A	Interview and hiring records	X				
2 Develop hiring criteria, describe, post, hire, and recruit Education Program Specialists.	CCPS Leadership Team	CCPS hiring process; Budget Detail Form A	Interview and hiring records	X				
3 Develop hiring criteria, describe, post, hire, and recruit Response to Intervention Specialist.	CCPS Leadership Team	CCPS hiring process; Budget Detail Form A	Interview and hiring records	X				
4 Develop hiring criteria, describe, post, hire, and recruit Math Resource Teacher.	CCPS Leadership Team, Principal	CCPS hiring process; Budget Detail Form A	Interview and hiring records	X				
5 Hire or maintain Technology Coordinator full time.	CCPS Leadership Team and Leadership	CCPS hiring process; Budget Detail Form A	Interview and hiring records	X				
6 Conduct bi-monthly school performance review meetings.	CCPS Leadership Team, principal, SIG2 principals	CCPS Leadership commitment; building management support	Meeting records and Top 5 Action Plans	X	X	X	X	
7 Provide budgeting and financial flexibility to principal on an on-going basis	CCPS Leadership Team, SPM, Educational Program Specialists	CCPS Leadership support	Meeting records,	X	X		X	
8 Describe criteria for qualifications for external providers. Use criteria to select partnership providers.	CCPS Leadership Team	Proof of results and effectiveness; references; Budget Detail Form D	Public Criteria, partnership agreements	X				

SIG Required Activity – 6 Turnaround	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.
SMART Goal:	Students will demonstrate mastery of Common Core Standards-based skills, as well as movement between CCS skill levels
Indicators of Success:	<ol style="list-style-type: none"> All CCS grade level and NJASK goals are met. Every VBA student will have an accelerated rate of reading and math growth when compared to historical rates of reading and math growth.
SBR Practice to Address Goal:	VBA will utilize a CCS based formative assessment that extends vertically from PK-12 to diagnose reading mastery as well as to inform and guide instruction and instructional planning. (Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> . Alexandria, VA: ASCD)

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	All staff will use data from formative and periodic assessments as their measure of success.	Principal	IRLA CCS formative assessment; Budget Detail Forms C, E	IRLA CCS, Data Alive! data, rewards, incentives, job stability based on student rate of growth	X	X	X	X
2	All instructional and assessment components will be based on the national Common Core Standards.	CCPS Leadership Team and Principal	IRLA CCS and Exemplars; Budget Detail Form D	CCS use in instruction, IRLA CCS records, Principal and District Learning Walks, Model Classrooms	X	X	X	X
3	The schedule will allow time for daily and weekly data analysis and peer supported professional learning.	CCPS Leadership Team and Principal	Coverage structure for extended periods; Budget Detail Form A	Daily instructional schedule for school and individual classrooms	X	X	X	X
4	Provide materials and PD that support the six components—including Zoology One, RTIF/SSRL modules, Learning Cube, Smart Art, board game collections, computers	CCPS Leadership Team, Principal, PD providers	Materials for 6 components; Budget Detail Forms C, D, E	Instructional and PD records, student performance on formative and periodic science and math assessments	X	X	X	X
5	VBA will partner with the Federal Reserve Bank of Philadelphia, The Franklin Mint, <i>The Leader in Me</i> , Anti-Defamation League, Math Alive! and Math Forum and utilize their resources and services for instructional modeling, student engagement, and professional learning.	CCPS Leadership Team and Principal	Partnership agreements; Budget Detail Form C, D	Partnership agreement, PD documentation, attendance documentation, student feedback forms	X	X	X	X

6	90-100% of students will read for at least one hour daily—30-60 minutes in school within a 120 minute Literacy Block and 30-60 minutes at home daily.	Principal	Building management support so principal instructional time is freed up; Budget Detail Forms C, D	Data Alive! daily data, classroom schedules	X	X	X	X
7	100% of students will participate in 60 minutes of Project-Based Learning, 90 minutes of Mathematics, and at least 60 minutes of theme work daily. Give out 2 Learning Kits to on-target students over course of the year.	Principal, School Leadership Team	Building management support so principal instructional time is freed up; all materials; Learning Kits; Budget Detail Forms C, D	Schedules, rosters, and attendance	X	X	X	X
8	100% of students will have access to at least 600 books in each classroom and in the library. Books will change weekly or bi-weekly so students have access to a river of reading materials.	Principal, Instructional Leadership	Vast quantities of books; Literary Manager— Librarian; Budget Detail Forms C, D	Rotation schedules	X	X	X	X
9	Principal, Instructional Leadership and Staff will participate in weekly Data Meetings to analyze instructional effectiveness and student progress toward goals.	Principal, Instructional Leadership	Scheduling flexibility; Budget Detail Form A	Meeting sign in sheets, rate of growth data	X	X	X	X
10	100% of students will reach the performance goals set by the school (see above)	CCPS Leadership Team, Principal, Instructional Leadership Team	Organized principal, organized teachers; Budget Detail Form C	Student scores on formative and periodic assessments; IRLA CCS, SMI, Learnia, DRA2, NJASK	X	X	X	X
11	Implement a 4-week summer program designed to motivate and excite students, as well as slow down summer learning loss.	CCPS Leadership Team, Principal, Instructional Leadership Team	Principal organization and leadership. Budget Detail Forms C, D	Summer school attendance, student formative assessment and periodic assessment data	X			X
12	Within summer school, offer and implement one section of Rise Up to Kindergarten!	CCPS Leadership Team, Principal, Instructional Leadership Team	Principal organization and leadership; books for registration, materials for classrooms; Budget Detail Forms C, D	Kindergarten registration records, summer school attendance, student formative assessment and periodic assessment data	X			X
13	Arrange theme-related trips for all students, during the year and during summer school for students who are on-target for Steps.	Principal, School Leadership Team	Funds, buses, staff and parent attendees; Budget Detail Forms D, F	Data Alive! data, sign in sheets	X	X	X	X

SIG Required Activity – 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal:	Students will demonstrate mastery of Common Core Standards-based skills, as well as movement between CCS skill levels						
Indicators of Success:	<ol style="list-style-type: none"> Every VBA student will have an accelerated rate of reading and math growth when compared to historical rates of reading and math growth. All CCS grade level goals and NJASK goals are met. 100% of teachers will use a CCS formative assessment, will have a 0 days average in Data Alive! for volume (steps) and a 20 day average for reading levels. 						
SBR Practice to Address Goal:	Utilize a CCS formative assessment that includes diagnostics, daily data entry and usage, and diagnostic instruction.						
<p>(The achievement gains associated with formative assessment have been described as “among the largest ever reported for educational interventions”. Schools which use formative assessment show not only general gains in academic achievement, but also particularly high gains for previously underachieving students. 2005, Organization for Economic Co-Operation and Development; Marzano, R.J. (2009) <i>Formative Assessment and Standards-Based Grading: Classroom Strategies That Work</i>. Alexandria, VA: ASCD)</p>							
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1 Establish a data management suite capable of storing and correlating data—Data Alive!	CCPS Leadership Team	Data management suite; Budget Detail Form C	Utilize Data Alive!	X			
2 Import all relevant and desired data into system	CCPS Data Department	Data support from CCPS data department; Budget Detail Form C	Start of data management suite usage.	X			
3 Require all teachers input data daily.	Principal	Principal effectiveness; Budget Detail Form C	Data entry averages	X	X		X
4 Use daily data for incentives and public accountability.	Principal, teachers	Computers that show data real time; meeting time and space around data; incentives; Budget Detail Forms C, D, F	Data Alive! data	X	X		X
5 Provide common planning time for teachers to regularly examine data collaboratively.	Principal	Schedules, coverage options; Budget Detail Form C	School roster, RTIF PD records, student achievement records—Data Alive! data	X	X		X
6 Use data daily to measure and monitor individual student rates of growth and to incentivize progress toward goals.	Principal, teachers	Data management suite; Budget Detail Form C	Data Alive! data, incentives documentation	X	X		X
7 Provide professional development on targeted use of data.	Principal, RTIF partners, CCPS Leadership Team	Partner providers; scheduling flexibility; Budget Detail Form C	RTIF PD documentation	X	X		X

8	Institute weekly RTI meetings to monitor data, student learning, student progress, and intervention work	Principal	RTIS; Budget Detail Form C	Meeting attendance records, DA rate of growth	X	X	X	X
9	Use iPad during meetings and Learning Walks to access live, real time student progress data.	Principal, Instructional Leadership, Classroom Teachers	iPads; Budget Detail Form D	Data Alive! logins	X	X	X	X
10	Require all teachers to use the Common Core Standards as the formative assessment, using the IRLA CCS and the CCS Exemplars as the guides.	CCPS Leadership Team, Principal	IRLA CCS and IRLA Exemplars; Budget Detail Form D	IRLA CCS records, Data Alive! data	X	X	X	X

SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.						
SMART Goal:	All students will have access to high quality instruction for at least 30 additional days yearly.						
Indicators of Success:	<ol style="list-style-type: none"> VBA will have 95% student attendance yearly. VBA will have 95% staff attendance yearly. 						
SBR Practice to Address Goal:	VBA will follow an extended day schedule and will implement summer school.						
(Marzano, R. J. (2003). <i>What works in schools: Translating research into action</i> . Alexandria, VA: ASCD)							
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
2 Implement an extended school day: 8:00-4:00.	CCPS Leadership Team and Principal	CCPS Leadership support and planning; Budget Detail Forms A, F	School Hours, communication between home and school regarding school hours	X			
3 Identify and implement formal partnership agreements with partner organizations.	CCPS Leadership Team and Principal	Project Manager from district; school Project Manager; Budget Detail Form D	Partnership Agreements, RFPs	X			
4 Provide professional development that supports instructional components of extended day	CCPS Leadership Team and Principal	RTIF; Budget Detail Form A	RTIF PD documentation	X	X	X	X
5 Monitor effective use of increased learning time.	CCPS Leadership Team, Principal, Instructional Leadership	Data management suite that offers real time data daily; Budget Detail Form A	Principal Learning Walks, Data Alive! data, teacher evaluations	X	X	X	X
6 Monitor effectiveness of increased learning time.	CCPS Leadership Team and Principal, Instructional Leadership	Data management suite that offers real time data daily; Budget Detail Form A	Daily Data Alive! data; Periodic data—Learnia, Access, DRA2; Staff and student attendance records; Principal Quarterly Review documentations; teacher evaluations, Principal Learning Walks	X	X	X	X
7 Implement a 4-week summer school program designed to motivate and excite students, and slow summer learning loss. Summer school will include 4 trips.	CCPS Leadership Team and Principal, Instructional Leadership	Funding, organization prior to the end of the school year; Budget Detail Forms C, D, F	Summer school attendance, formative and periodic assessments.	X			X
8 Within summer school, offer and implement one section of Rise Up to Kindergarten!	CCPS Leadership Team, Principal, Instructional Leadership Team	Funding, effective teachers; registered students; Budget Detail Form C	Kindergarten registration records, summer school attendance, student formative assessment and periodic assessment data	X			X

SIG Required Activity – 9 Turnaround		Provide appropriate social-emotional and community-oriented services and supports for students.						
SMART Goal:		VBA will support and nurture each student as a complete individual.						
Indicators of Success:		1. 100% of students will participate in <i>The Leader in Me</i> and 100% of teachers and students will participate in <i>A World of Difference</i> 2. VBA will have a 30% decrease in disciplinary actions.						
SBR Practice to Address Goal:		VBA will provide components targeted at social-emotional development— <i>The Leader in Me, A World of Difference</i> to support all students.						
(Marzano, R. J. (2003). <i>What works in schools: Translating research into action.</i> Alexandria, VA: ASCD)								
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Identify partner organizations who have proven track records of successful school partnerships and student achievement success. Partner with organizations who provide a Project Manager responsible for implementation fidelity.	CCPS Leadership Team, Principal	SIG2 Project Manager support; Budget Detail Form D	Partnership agreements.	X			
2	Implement <i>The Leader in Me</i> for all teachers and staff.	CCPS Leadership Team, Principal	Schedules; flexibility; Budget Detail Forms C, D	<i>The Leader in Me</i> records and documentation, discipline documentation	X	X	X	X
4	Conduct school climate study to determine areas of climate strength and challenge.	Partner organization ADL, Principal	ADL partnership agreement, dates; Budget Detail Form C	ADL climate study.	X			
5	Implement the Anti-Defamation League's <i>A World of Difference</i> anti-bias and anti-bullying initiative.	ADL and Principal	ADL partnership agreement; dates; Budget Detail Form C	ADL PD records; discipline documentation	X	X	X	X
6	Ensure that 75% of students are getting home signatures on their reading log sheets and 100% of students who don't get home signatures have a make-up coach in school. Reward parents/home coaches who support student reading with Home Coach Medal Ceremonies.	Principal, RTIS, School Leadership Team, CSC, Teachers	RTIF and RTIS and an instructional principal; Budget Detail Form D	Student logsheets, % on-Target data in Data Alive; Intervention schedules, Home Coach awards ceremonies records.	X	X	X	X
7	Open the school doors for Family/Community Reading time daily and train family and community members on best reading/math practices.	Principal, teachers, CSC, RTIS, Literacy Coach,	Joy and welcoming faces.	Family/Community Reading time logs.	X	X	X	X
8	Invite families and community members to attend the three family sessions of the Theatre	Principal, School Leadership, Teachers,	Dates, invitations; Budget Detail Form D	Attendance Records	X	X	X	X

	for Transformation work.	CSC, RTIS, Literacy Coach.							
9	Describe, post, interview and hire Parent Reading Coaches.	Principal, School Leadership Team, Instructional Leadership Team	CCPS hiring process; Budget Detail Form A	Hiring records	X				
10	Incentivize and recognize Home Coaches in regular Home Coach award ceremonies, and give Home Coaches 800 and 1200 Step medals.	Principal, School Leadership Team	Home Coach medals; marketing; Budget Detail Form D	Data Alive! data, home signatures	X	X	X	X	X

SIG Required Activity – 10 Turnaround		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		VBA will be able to compare and correlate data from multiple sources in real time for use in formative assessment and instruction.						
Indicators of Success:		1. 100% of indicated data will be uploaded into a system by October 15, yearly. 2. Data correlations and comparisons are used at every district and school Data Meeting.						
SBR Practice to Address Goal:		VBA will use a data management suite capable of storing and providing analysis of multiple sources of data. (Wayman, J. C., & Stringfield, S. (2006). Data use for school improvement: School practices and research perspectives. <i>American Journal of Education</i> , 112, 463–468.)						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Utilize a data management suite—Data Alive!, in addition to the current Genesis system.	CCPS Leadership Team	Data management suite; Budget Detail Form C	Use of data management suite	X			
2	Import all data sets into data management suite.	CCPS Leadership Team, CCPS Data Department	CCPS data department support; data management suite; Budget Detail Form C	Completion dates of import	X			
3	Use correlational and comparison data at Quarterly Reviews, bi-monthly SIG2 meetings, CCPS Leadership Learning Walks, School Learning Walks, observations, and school level meetings.	CCPS Leadership Team, Principal, School Leadership Team	Data management suite; professional development around data and data usage; Budget Detail Form D	Quarterly Reports, data dashboards, Data Alive! logins	X	X	X	X

SIG Permissible Activity – 11 Turnaround	A turnaround model may also implement other strategies.						
SMART Goal:	Model Classrooms, District Learning Walks and RtI systems will increase RTIF implementation fidelity, instructional effectiveness and student rate of growth.						
Indicators of Success:	1.1.B. The VBA principal will attend 80% of RTIF PD and will lead at least 40% of sessions attended. 1.1.C. Every VBA student will have an accelerated rate of reading and math growth when compared to historical rates of reading and math growth. 1.1.D. VBA will meet its CCS grade level and NJASK goals yearly in all grades.						
SBR Practice to Address Goal:	Both VBA and the district, CCPS, will practice Learning Walks (Instructional Rounds) to support RtI. VBA will identify and establish model classrooms in literacy and math. (City, L. & Fiarman, T. (2009). <i>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</i> . Cambridge, MA:Harvard Education Press; Waters, T. & Marzano, R.J. (2006). <i>School District Leadership That Works</i> . McREL; Marzano, Pickering & Pollock, <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . Alexandria, VA: ASCD)						
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1 Identify Model Classroom teachers.	Principal	Evaluations and effectiveness ratings from prior years; Budget Detail Forms C, D	Model Classroom designations	X			
2 Supply materials and PD support to Model Classrooms	Principal, Instructional Leadership	Partnership agreement; Budget Detail Forms C, D	PD documentation, materials receipts	X	X	X	X
3 Monitor effectiveness of Model Classrooms—teacher instruction and student learning.	Principal, Instructional Leadership	Effective instructional principal; Budget Detail Forms C, D	Student rates of growth, student performance on periodic assessments—DRA2, Learning.	X	X	X	X
4 Implement quarterly District Learning Walks.	CCPS Leadership Team, Principal	CCPS Leadership Team support and commitment	Learning Walk documentation	X	X	X	X
5 Implement monthly VBA Learning Walks.	Principal, CCPS Leadership Team	Organizational strength from Principal, RTIS, and Literacy Coach.	Learning Walk documentation	X	X	X	X
5 An RtI system will be established, RTIF, ensuring that EVERY VBA student's rate of growth and progress will be impacted. Not one child will be overlooked.	CCPS Leadership Team, Principal	RTIF and RTIS; Budget Detail Form D	Individual student rate of growth data.	X	X	X	X

Form S-10

Date: _____ Page _____ of _____

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

Name of School: Veterans Business Academy

LEA: _____

BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
LEA		\$1,639,410.00	\$1,639,410.00	\$1,639,410.00	\$4,918,230
		\$81,970.00	\$81,970.00	\$81,970.00	\$245,910
Total Budget		\$1,721,380.00	\$1,721,380.00	\$1,721,380.00	\$5,164,140

Budget Narrative

VBA's ultimate goal is for every student to read, write, compute, and think on or above grade level on nationally normed standards—the national Common Core Standards. The six strands: Theme, Blueprint for the Future, Writing, Mathematics, Project-Based Learning, and Reading the World will provide alignment and articulation across grades, disciplines, teacher expertise, and student background.

The VBA RTI framework will allow our school to re-design teaching and learning, alter parent home routines, and re-order administrative priorities. Teachers will leave the front of the room and move to their students' elbows where they learn to be reading experts, homes will be quiet for 30 minutes of reading every night, the principal and district will have a dashboard tracking student and classroom progress in real time which will be used to drive continuous school improvement. Operating with the focus of the Top 5 will allow VBA to function as a successful business—with targeted, precision focus and resource allocation on the things that matter to improving both student achievement but also organizational efficiency and effectiveness.

Total Three Year Estimated Budget:

Year 1: \$ 1,721,380.00

Year 2: \$ 1,721,380.00

Year 3: \$ 1,721,380.00

Operational Strands

VBA will operate with six operational strands—all working together to comprise the Response to Intervention Framework. These six strands are intertwined and interdependent, allowing the school community to grow together into efficiency and effectiveness. The six strands support the ultimate goal for VBA—the growth and development of sophisticated thinkers, career and college ready citizens, and thoughtful and confident individuals. The six strands are:

1. Theme: Business
2. Blueprints for the Future: Best practices in literacy
3. Writing
4. Mathematics
5. Project-Based Learning
6. Reading the World

Leadership and Instructional Expertise Professional Development

The VBA RTIF process supports district, school, and classroom leadership through modeling, mentoring, and monitoring the paradigm shift happening in the school and homes. VBA staff will participate in extensive instructional and content training, supporting their development as teaching and learning experts. The goal of this RTIF is to build such a strong foundational base of knowledge that the process is sustainable beyond the years of the grant.

To support all this expertise, VBA will invest heavily in professional development. We believe that it is through supporting teachers and staff right in their classrooms, right on their feet that we will best impact adult learning. Each strand will receive multiple days and teachers, and staff will have many opportunities to work with experts on improving, clarifying, and growing their professional practices. VBA is partnering with known organizations to support teacher learning in the content and theme areas, increasing our ability to impact student achievement.

Materials

Materials are crucial to the success of VBA's vision and mission. The school is committed to creating a literary, literacy-rich environment that allows each student the opportunity to find books and magazines s/he can read, wants to read, and will read every day at school and at home. VBA plans to have huge collections of rotating books both in classrooms and in the library—bringing the exciting world of trade materials into the lives of VBA students. Rotation ensures that students have access to fresh materials continually, and that this “river” of materials supports their learning how to think in rich and sophisticated ways. In order to accomplish this, VBA will have:

- High interest books, books, and more books
- Leveled book libraries—multi-genre
- Magazines
- Thematic book collections—science, social studies, and interest
- SSRL book collections
- Chapter book collections

In addition, VBA and the classrooms will have additional materials and resources to support the RTIF:

- Mathematics support materials
- Book cases and racks
- Magazine stands
- Professional equipment
- Student Learning Kits
- Professional book and video libraries
- Trips
- Conferences
- Distance Learning

In order to support learning in the 21st century, VBA will also have a collection of iPads for adult and student use. Each classroom will receive an iPad for the teacher/s to use—for data entry, data monitoring, progress monitoring, formative assessment, accessing live data. In addition, each classroom will have a small rotating set of student iPads—allowing students the opportunity to supplement and complement their learning through this exciting device.

Teacher Expertise and Assessment

VBA will use the national Common Core Standards as the formative assessment measure. The IRLA CCS will serve as the framework for teachers as they listen to evidence of student mastery of CCS reading, writing, speaking and listening skills. In addition, this practice in use of formative assessment supports the paradigm shift of teachers from being “center stage” to being “at the elbow” of their students.

VBA will also continue to use periodic assessments including: SMI, Learning, Access, DRA2 and of course, the NJASK. The periodic assessments will be used to correlate and compare formative data to ensure that student progress is being scrutinized and monitored daily.

The goal of the use of the CCS formative assessment and periodic assessment is to increase teacher expertise and knowledge of how learning happens, and how to support sophisticated thinking. VBA believes that the more teachers know and understand about how students learn, the more effective they will be as instructors and facilitators of this learning. The VBA principal supports this learning journey by being in front—risking in front of staff, leading the charge toward public accountability, and true instructional paradigm shift.

Extended Learning Time

VBA will operate on an extended day and extended year calendar. The school day will run from 8:00 am to 4:00 pm daily and the school will offer summer school for 4 weeks. This time added together totals up to 34.25 days of additional learning time over the current CCPS school year.

School Climate and Culture

VBA has secondary non-academic goals related to school culture, student self and peer expressiveness and confidence, general learning environment and atmosphere, and student-to-student and adult-to-student inter- and intra-personal relations.

To build the school climate desired, VBA will continue to focus on the 800 Step reading targets/ 200 Hours of reading, 30 minutes in-school, 30 minutes at-home. VBA will implement recognition efforts that include the teachers, staff, families, and students. Parent Reading Coaches will be hired for each grade to work as reading coach for students, working up to 10 hours per week. In addition, the school, including parent leaders, will award home coach medals for home support of successful academic habits—reading at home daily. Once the entire school community reaches the volume target, a banner will hang outside the school announcing the community’s success as an RTIF National Honor Roll school.

VBA will participate in *The Leader in Me*’s leadership process, designed to develop leadership capacity and capability in all who participate—staff and students. In addition, VBA will take a public stance against bias and bullying through

participation in the Anti-Defamation League's *A World of Difference Institute*. Both initiatives will support the social and emotional development of the VBA community.

VBA knows that investing in people is the only way to move out into a new era of educational effectiveness and excellence. We can no longer afford for our young people leave us lacking the skills to impact choices in their own lives. Now is the time to take a stand—and to stand for the belief in our leaders, our teachers, our students, and our families. We can make the difference and with the SIG2 opportunity, we will make that difference.

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: March 31, 2011
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NGO TITLE: School Improvement Grant

SCHOOL NAME: Veterans Business Academy

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY— all numbers refer to line items from Section S-9	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	GRANT REQUEST AMOUNT
2.1; 2.2; 2.3; 2.4; 2.5; 3.4; 4.8; 5.1; 5.3, 6b.6	100-100	RTI (Instructional Specialist)	For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total Full-Time 100% X 80,000 The RTI Specialist will work with the lowest performing students individually and in small groups to raise student achievement.	\$ 80,000.00
2.1; 2.2; 2.3; 2.4; 3.4; 5.1; 9.3	200-100	Technology Coordinator	Full-Time 50% X 63,000	\$ 31,500.00
7a.1, 7a.4, 7a.5	100-100	Extended Year for RTI (Instructional Specialist)	\$29 per hour x 7.5 hours per week x 36 weeks	\$ 7,830.00
7a.1	100-100	Extended Year for Teachers	\$29 per hour x 7.5 hours per week x 36 for 29 teachers	\$ 227,070.00
7a.1, 7a.4, 7a.5	200-100	Extended Year for Technology Coordinator	\$14.50 per hour x 7.5 hours per week x 36 weeks	\$ 3,915.00

1.3; 4.12; 7a.1, 7a.6	100-100	Teacher Summer Training To build Teacher Expertise in order to accelerate student achievement	\$29 per hour x 4 days per week x 5 weeks for 29 teachers	\$ 16,820.00
1.3; 7a.1, 7a.6	100-100	Summer School Teachers	\$29 per hour x 27 hours x 4 weeks for 17 teachers	\$ 53,244.00
1.3; 7a.1, 7a.4, 7a.5; 7a.6	200-100	Summer School Person In Charge	\$29 per hour x 27 hours x 4 weeks	\$3,132.00
1.3; 7a.1, 7a.4, 7a.5; 7a.6	200-100	Summer School Librarian	\$29 per hour x 12 hours x 5 weeks	\$1,740.00
4.12	100-100	Writing Fundamentals Training after school hours To provide ongoing, high-quality, job-embedded professional development on Writer's Workshop	\$15 per hour x 4 hours x 6 weeks for 25 teachers	\$9,000.00
1.5; 2.1; 2.2; 2.3; 2.4	200-100	Education Program Specialist #1 The Ed. Prog. Spec. will assist in implementing SIG curriculum projects, programs and activities to improve program effectiveness. For grades PreK-4	Total annual salary x 33% (1/3 rd of salary applied)	\$26,667.00
1.5; 2.1; 2.2; 2.3; 2.4	200-100	Education Program Specialist #2 The Ed. Prog. Spec. will assist in implementing SIG curriculum projects, programs and activities to improve program effectiveness. For grades 5-8	Total annual salary x 33% (1/3 rd of salary applied)	\$26,667.00
1.1; 1.2; 1.3; 1.4; 7a.1, 7a.3; 7a.4, 7a.5	200-100	Extended Year for Principal	\$38 per hour x 7.5 hours per week x 36 weeks	\$10,260.00
7a.1, 7a.4, 7a.5	200-100	Extended Year for Education Program Specialist #1	\$12 per hour x 7.5 hours per week x 36 weeks	\$3,240.00
7a.1, 7a.4, 7a.5	200-100	Extended Year for Education Program Specialist #2	\$12 per hour x 7.5 hours per week x 36 weeks	\$3,240.00

1.1; 1.4	200-100	Overtime: Principals—for extra hours worked during the school year	\$38 per hour x 10 hours x 20 weeks	\$7,600.00
7b.8	100-100	Parent Reading Coaches (PRC)	\$15 per hour x 15 hours x 25 weeks for 9 PRCs	\$50,625.00
7a.1, 7a.4, 7a.5	200-100	Extended Year for Custodian	\$22.06 per hour x 7.5 hours x 36 weeks	\$5,956.00
7a.1, 7a.4, 7a.5	200-100	Extended Year for Nurse	\$29 per hour x 7.5 hours x 36 weeks	\$7,830.00
7a.1, 7a.6	200-100	Extended Year for Paraprofessional	\$15.09 per hour x 7.5 hours x 36 weeks x 2 people	\$8,149.00
7a.1, 7a.6	200-100	Extended Year for Security	\$18.98 per hour x 7.5 hours x 36 weeks	\$5,125.00
7a.1, 7a.6	200-100	Extended Year for Clerk	\$16.16 per hour x 7.5 x 36 weeks	\$4,363.00
7a.1, 7a.6	200-100	Summer School Clerk	\$16.16 per hour x 25 hours x 4 weeks	\$1,616.00
7a.1, 7a.6	200-100	Summer School Custodian	\$22.06 per hour x 27 hours x 4 weeks	\$2,382.00
7a.1, 7a.6	200-100	Summer School Nurse	\$29 per hour x 25 hours x 4 weeks	\$2,900.00
7a.1, 7a.6	200-100	Summer School Security	\$18.98 per hour x 27 hours x 4 weeks	\$2,050.00
7a.1, 7a.6	200-100	Summer School Paraprofessional	\$15.09 per hour x 25 hours x 4 weeks for 2 people	\$3,018.00
Administration	200-100	Supervisor of Performance Management	Full-Time 25% X \$100,000 Shared Service with Octavius Catto Community School, Riletta Twyne Cream School, Cooper B. Hatch Middle School And Veterans Memorial Middle School	\$25,000.00

Administration	200-100	Clerk	<p>Full-Time 25% X \$40,000</p> <p>Clerks to support all Supervisor of RTI and Educational position Shared Service with Octavius Catto Community School, Riletta Twyne Cream School, Cooper B. Hatch Middle School, and Veterans Memorial Middle School.</p>	\$10,000.00
Administration	200-100	Accounting Manager	<p>Full-Time 1/8 x \$80,000</p> <p>Will perform all fiscal duties and requirements of Grant</p>	\$10,000.00

S-12

BUDGET DETAIL FORM B

*Personal Services – Employee Benefits
Function & Object Code 200-200*

Date: March 31, 2011
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NGO TITLE: School Improvement Grant

SCHOOL NAME: Veterans Business Academy

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA	TPAF	PERS	WRKR'S COMP	UNEMPLY.	DISABIL.	HEALTH	OTHER SPECIFY: _____%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Extended Year Custodian	\$5,956.00	7.65%	7.05%	5.5%	.425%	-.625%	30%			7.65%	\$465.00
Extended Year Nurse	\$7,830.00									7.65%	\$599.00
Extended Year Paraprofessionals	\$8,149.00									7.65%	\$623.00
Extended Year Security	\$5,125.00									7.65%	\$392.00
Extended Year Clerk	\$4,363.00									7.65%	\$334.00
Summer School Clerk	\$1,616.00									7.65%	\$124.00
Summer School Nurse	\$2,900.00									7.65%	\$222.00
Summer School Security	\$2,050.00									7.65%	\$157.00
Summer School Parapro Education Program Specialist #1	\$3,018.00									7.65%	\$231.00
	\$26,667.00		\$1,880.00		\$167.00	\$113.00	\$8,000.00			45.75%	\$12,200.00

Education Program Specialist #2	\$26,667.00	\$2,040.00	\$1,880.00		\$167.00	\$113.00		\$8,000.00		45.75%	\$12,200.00
Rtl (Instructional Specialist)	\$80,000.00	\$6,120.00		\$4,400.00	\$500.00	\$340.00		\$24,000.00		44.20%	\$35,360.00
Technology Coordinator	\$31,500.00	\$2,410.00		\$1,733.00	\$197.00	\$134.00		\$9,450.00		44.20%	\$13,923.00
Extended Year Principal	\$10,260.00	\$785.00								7.65%	\$785.00
Parent Coaches	\$50,625.00	\$3,873.00								7.65%	\$3,873.00
Extended Year Education Program Specialist #1 (1/3 rd of cost applied)	\$3,240.00	\$248.00								7.65%	\$248.00
Extended Year Education Program Specialist #2 (1/3 rd of cost applied)	\$3,240.00	\$248.00								7.65%	\$248.00
Extended Rtl (Instructional Specialist)	\$7,830.00	\$599.00								7.65%	\$599.00
Extended Math Resource Teacher	\$7,830.00	\$599.00								7.65%	\$599.00
Extended Year Teachers	\$227,070.00	\$17,371.00								7.65%	\$17,371.00
Extended Year Technology Coordinator	\$3,915.00	\$299.00								7.65%	\$299.00
Teacher Summer Training	\$16,820.00	\$1,287.00								7.65%	\$1,287.00
Summer School Teachers	\$53,244.00	\$4,073								7.65%	\$4,073
Summer School Person In Charge	\$3,132.00	\$240.00								7.65%	\$240.00

Summer School Librarian	\$1,740.00	\$133.00																	7.65%	\$133.00
Summer School Custodian	\$2,382.00	\$182.00																	7.65%	\$182.00
Overtime: Principals	\$7,600.00	\$581.00																	7.65%	\$581.00
Writing Fundamentals Training	\$9,000.00	\$689.00																	7.65%	\$689.00
Supervisor (Admin)	\$25,000	\$1,913.00						\$1,375.00	\$156.00	\$106.00	\$7,500.00							44.20%	\$11,050.00	
Clerk (Admin)	\$10,000	\$765.00					\$550.00	\$63.00	\$43.00	\$3,000								44.20%	\$4,420.00	
Accounting Manager	\$10,000	\$765.00					\$550.00	\$63.00	\$43.00	\$3,000								44.20%	\$4,420.00	

S-13

BUDGET DETAIL FORM C

*Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300*

Date: March 31, 2011
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NGO TITLE: School Improvement Grant
SCHOOL NAME: Veterans Business Academy

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/OBJECTIVE/ACTIVITY All numbers refer to line items from Section S-9	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
4.1; 4.2; 6a.5; 7b.4; 7b.3	100-300	ADL Anti-Bias/Anti Bullying To provide awareness training to teachers, parents and students	\$1250	3 sessions	\$3,750.00
4.1; 4.2; 6a.5; 7b.4; 7b.3	200-300	ADL Anti-Bias/Anti Bullying: On-Site To provide awareness training to teachers, parents and students	\$750	6 sessions	\$4,500.00
4.1; 4.2; 6a.5; 7b.1; 7b.2	100-300	<i>The Leader In Me</i> To provide leadership skills and character development for students.	\$2000	10 sessions	\$20,000.00
4.1; 6a.7; 4.2-4.9; 7a.3	200-300	Mathematics To provide job embedded professional development in mathematics and use of the 90 minute block	\$2000	5 sessions	\$10,000.00
4.1; 4.2; 6a.5; 4.2-9; 7a.3; 7b.1	100-300	Math Forum On-line professional development customized to meet individual needs	\$1500	8 sessions	\$12,000.00
4.1; 4.2; 6a.5; 4.2-9; 7a.3; 7b.1	200-300	Writing Fundamentals To provide ongoing, high-quality, job-embedded professional development on Writer's Workshop	\$1800	10 sessions	\$18,000.00
2.5; 3.6; 3.7; 4.1; 4.2-9; 4.10; 5.7; 6a.10; 6b.6; 7a.3; 7b.1; 7b.6; 8.3; 8.4; 8.5; 8.6; 8.8; 8.9	200-300	Response to Intervention Framework (RTIF) Module Provides rigorous, embedded professional development that includes extensive data management, monitoring, and tracking system	\$2000	30 sessions	\$60,000.00

1.4; 2.5; 3.6; 4.1; 6a.1; 6b.1; 6b.2; 6b.4; 6b.7; 7a.3; 7b.1; 8.1; 8.2; 8.3; 8.4; 8.7; 8.8; 8.9; 8.11; 9.1; 9.2	100-300	Data Alive PD Provides professional development for staff to make data more meaningful and useful to accelerate student achievement	\$2000	5 sessions	\$10,000.00
1.3; 2.5; 3.1; 3.2; 3.3; 3.5; 3.12; 3.13; 4.7; 4.11; 5.1; 5.2; 5.6; 6a.6; 6b.3; 6b.4; 6b.5; 7b.1; 8.2; 8.5; 8.6; 8.7; 8.8	200-300	Leadership Support Professional development that provides training, support and assistance to the Leadership Team	\$2000	5 sessions	\$10,000.00
3.9, 3.10, 3.11; 4.1; 4.3; 4.4; 4.5; 5.4; 7a.3; 7b.1	200-300	Model Classrooms Professional development in Best Practices and Model Classrooms that institutes an open door policy for other classroom teachers	\$2000	5 sessions	\$10,000.00
4.1; 4.3; 4.4; 4.5; 6a.7; 7a.3; 7b.1	100-300	Project-Based Learning (Science and Social Studies Research Labs) Provides professional development in developing student skills in preparation for business, economics and college	\$2000	10 sessions	\$20,000.00
4.1; 4.3; 4.4; 4.5; 6a.2; 6a.11; 6a.13; 7a.6; 7b.1	200-300	Summer School (Summer Learning Labs) Provides job embedded professional development for staff involved in summer school instruction	\$2000	5 sessions	\$10,000.00
4.1; 4.3; 4.4; 4.5; 6a.12; 7a.7; 7b.1	200-300	Rise Up to Kindergarten Provides professional development for staff involved in summer school instruction	\$2000	5 sessions	\$10,000.00
4.1; 4.2; 4.3; 4.4; 4.5; 4.12; 7b.1	200-300	Summer Training Provides job embedded professional development during summer school	\$2000	5 sessions	\$10,000.00

S-14
BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: March 31, 2011
Page _____ of _____

NGO TITLE: School Improvement Grant

SCHOOL NAME: Veterans Business Academy

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
All numbers refer to line items from Section S-9					
6a.4; 6a.7	100-600	Zoology One (K) Project Based Learning for Kindergarten	\$3300	4	\$13,200.00
6a.2; 6a.4; 6a.6; 6a.7; 6a.8	100-600	RTIF Modules (K& 1) Response to Intervention consumable materials for Tier II and Tier III instruction	\$4100	8	\$32,800.00
61.2; 6a.4; 6a.6; 6a.7; 6a.8	100-600	RTIF Modules (2 to 8) Response to Intervention consumable materials for Tier II and Tier III instruction	\$3900	21	\$81,900.00
6a.11; 6a.13; 7a.6	100-600	Summer Learning Labs Project-Based Learning (Science and Social Studies) for summer school	\$2000	17	\$34,000.00
6a.11; 6a.13; 7a.6	100-600	Summer Take Home Kits (K-8) Summer reading materials for students	\$750	29	\$21,750.00
6a.12; 7a.7	100-600	Rise Up to Kindergarten Registration Take-Home Bag A bag of books for emergent readers.	\$15	182	\$2,730.00

6a.12; 7a.7	100-600	Rise Up to Kindergarten Read Alouds Books for teachers and parents to read to children who will be entering Kindergarten in the fall. Builds sense of story and background knowledge for reading. These will become favorite books and the first books that emergent readers will want to "read "on their own.	\$260	20	\$5,200.00
6a.4; 6a.7	100-600	Research Labs (1-8) Project-Based Learning (Science and Social Studies) for school year. Connects reading, research, and writing	\$2300	25	\$57,500.00
6a.4; 6a.7; 6a.8	100-600	Chapter Books (4-8) Books for reading instruction for intermediate and advanced readers. Books from various genres at children's independent reading level.	\$90	64	\$5,760.00
6a.4; 6a.7; 6a.8	100-600	Read Alouds (K-8) Books, fiction, for teachers to read to students to teach various strategies and skills. Books will be available for student use.	\$260	58	\$15,080.00
6a.4; 6a.7; 6a.8	100-600	Text Set (1-8) Books for student use in reading and in reading in the content areas.	\$1025	50	\$51,250.00
6a.4; 6a.7; 6a.8	100-600	Genre Text Set (Poetry) (1-8) Books used to teach author's craft, author's purpose, descriptive language, and figurative language. Used for reading and writing instruction.	\$1025	25	\$25,625.00
4.12; 6a.4; 6a.7; 6a.8; 8.10	100-600	Teacher Resource Kits Materials for teachers to use with children to differentiate instruction. English	\$300	1	\$ 300.00
6a.2; 6b.8; 6b.10	100-600	IRLA CCS Exemplars Materials based on the National Reading standards used by children so children can track their progress in reading.	\$150	29	\$4,350.00
6a.7	100-600	Classroom Supplies for PBL Support Supplies children will use as they create their projects for the Project Based Learning units of study	\$200	25	\$5,000.00
6a.7	100-600	Student PBL Kit : Materials that individual children use for their research project.	\$20	625	\$12,500.00
3.9; 3.10; 3.11; 4.3; 4.4; 4.5; 5.4	100-600	Model Classroom Materials Supplemental instructional materials that model classroom teachers may order for use in their classrooms.	\$1000	2	\$2,000.00

4.1; 6a.5;7a.2; 7b.2; 7b.10; 9.2	100-600	<i>The Leader In Me</i> Materials Children's materials used to develop leadership skills.	\$15,258	1	\$15,258.00
8.10	100-600	Learning Cube Interactive student learning center for primary students that builds collaboration, discussion and consensus	\$5000	4	\$20,000.00
6a.5; 7a.2	100-600	Chess Instruction (10 hrs per week, 40 weeks) Materials for chess instruction	\$435	40	\$17,400.00
6a.4; 6a.6; 6a.7; 6a.8	100-600	Economics & Business Classroom Materials Start up materials for implementation	\$500.00	29	\$14,500
4.1; 4.2; 4.3; 4.4; 5.4; 6a.5; 6a.7	100-600	Math Alive Guided student practice using a wide variety of techniques to develop algebraic thinking an concepts	\$15,000	2	\$30,000.00
5.4; 6a.7	100-600	Math Materials Consumable materials for math start up kits	\$1140	1	\$1,140.00
5.4; 6a.7	100-600	Math Start-Up Materials Student materials needed for hands on and small group activities	\$5700	1	\$5,700.00
4.1; 4.2; 4.3; 4.4; 5.4; 6a.5; 6a.7	100-600	Math Forum Online License License needed for customized program designed to meet individual learning needs	\$4000	1	\$4,000.00
4.1; 4.2; 4.3; 4.4; 4.12; 5.4; 6a.5; 6a.7	100-600	Math Forum Teacher Course On-line instruction in math strategies for teachers through Drexel University	\$149	25	\$3,725.00
6a.4	100-600	Classroom Materials Manipulatives, calculators, and other materials needed for quality math instruction	\$1000	29	\$29,000.00
6a.5	100-600	Writing Fundamentals Materials (4-8) Instructional units of student for Writer's Workshop	\$150	80	\$12,000.00
6a.5	100-600	Student Writing Kits Student materials needed for Writer's Workshop	\$20	400	\$8,000.00
4.1; 4.2; 6a.5;6a.7; 7b.1; 7b.7	100-600	Theater for Transformation 3 One-Day Residences Workshops for children that help build communication, connection and appreciation of differences	\$5000	2	\$10,000.00
6a.8	100-600	Read Aloud Books Online subscription Students and teachers access to books of many genres. Teacher can introduce the books with the goal that the children will become interceded and read it themselves. Simulates the Kindle	\$2500	1	\$2,500.00

6a.4	100-600	Laminating Paper Used to laminate teaching materials as well as student materials- books, posters, projects	\$250	1	\$250.00
4.6	100-600	Teacher Professional Library Professional books and periodicals based on best practices	\$100	29	\$2,900.00
4.6	100-600	Professional Library Video Professional resources that demonstrate best practices	\$5000	1	\$5,000.00
6a.4	100-600	Supplies for Poster Maker Supplies needed for teacher made instructional materials and student made projects	\$500	1	\$500.00
6a.4	100-600	Supplies for Printer Needed for teachers and student projects	\$500	1	\$500.00
6a.4	100-600	SMART ART collections	\$85	29	\$2,465.00
6a.4	100-600	Student Board Games Educational games such as checkers, scrabble, boggle, etc	\$100	29	\$2,900.00
6a.4	100-600	Book Carts Movable storage for classrooms books and materials. Allows material to be shared with other classrooms	\$200	29	\$5,800.00
6a.4	100-600	Classroom Book Cases Storage for classroom books and materials	\$200	58	\$11,600.00
6a.4	100-600	Prize Bookcases Storage for incentives	\$200	2	\$400.00
6a.4	100-600	Storage Bookcases Storage for Project based Learning labs and bins of leveled readers	\$200	4	\$800.00
9.6; 9.10	200-600	Home Coach Medals (15 per pack) Awards for meeting program goals	\$40	75	\$3,000.00
7a.6	200-600	Snacks for Summer School Nutritional snack for students participating in summer schools	\$1.75	1020	\$1,785.00
3.5; 3.11; 5.5; 6a.1; 6a.9; 6b.2; 6b.7; 8.3; 8.4; 8.10; 8.7; 8.8; 8.9; 9.3	200-600	iPads for Leadership Latest technology for school leadership, portable and eco-friendly	\$675	5	\$3,375.00
6a.1; 6a.2; 6a.9; 6b.2; 6b.7; 8.7; 8.8; 8.9; 8.10; 8.11; 9.3	200-600	iPads for Classrooms Latest technology for teachers, portable and eco-friendly	\$675	36	\$24,300.00
1.13; 6a.4	200-600	Poster Maker Used to make instructional posters. Used for student posters	\$450	1	\$450.00

1.13; 6a.4	200-600	Laminating Machine Used for laminating instructional materials as well as student made projects and books	\$800	1	\$800.00
1.13; 6a.4	200-600	Printer Used to print some instructional materials. Used to print student writing	\$1000	1	\$1,000.00
Administration	200-600	Various supplies for administration	\$17,080	1	\$17,080

S-16

BUDGET DETAIL FORM F

Date: March 31, 2011
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*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Veterans Business Academy

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
All numbers refer to line items from Section S-9	3.8; 5.3; 5.5	Travel / \$200 x 10 people for teachers and staff	\$2,000.00
	3.8; 5.3; 5.5	Travel to Conferences/ \$1500 x 5 people for exemplary teachers	\$7,500.00
	6a.13	Buses for Field Trips / \$500 x 29 classrooms for field trips as incentives for children who are on target for reading steps	\$14,500.00
	6a.13	Field Trip Expenses / \$50 x 725 students Admission costs, incentives for children who are on target for reading steps	\$36,250.00
	6a.11; 6a.13	Summer School Buses for Field Trips / \$500 x 15 buses Transportation cost associated with field trips	\$7,500.00
	6a.11; 6a.13	Summer Field Trip Expenses (registrations, etc.): \$50 x 225 students Admission costs for students	\$12,750.00
	5.3; 5.5; 3.8	Conference Fees / \$100 x 29 classrooms Incentives for children who are on target for reading steps (admission)	\$2,900.00
	6a.13	Membership Fees / \$100 x 29 classrooms Incentives for children who are on target for reading steps (admission)	\$2,900.00
	3.8; 5.5; 6b.4	Incentive Fund/ \$100 x 29 classrooms incentives, awards, prizes for children who are on target for reading steps.	\$2,900.00

5.5; 6a.1; 6b.4	100-800	Prize Books / \$1000 for school set Incentives for students who are on target for reading steps	\$1,000.00
3.8; 5.5; 6a.1; 6b.4	200-800	Mini Grants / \$15,000 Incentives for staff, to be used as determined by committee in school	\$15,000.00

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SECTION 5

SCHOOL IMPROVEMENT GRANT TIER I AND TIER II LEA AND SCHOOL APPLICATION

LEA & School Section

Veterans

2011 APR 25 P 12:02

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